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Ministry
of
Education
Ontario

Sean Conway, Minister

1988-89 Key Statistics

Elementary and Secondary Education in Ontario

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**1988-89
Key
Statistics**

**Elementary
and Secondary
Education in
Ontario**

**Ontario Ministry
of Education**

Cette publication est également offerte en français sous le titre suivant :
*Statistiques principales : L'éducation à l'élémentaire et au secondaire
en Ontario, 1988-1989.*

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Introduction

Comprehensive records of Ontario education statistics have been published as far back as 1850. This year, such information is being presented in a format that combines descriptive text and graphs with statistical tables. Available in both English and French, *Key Statistics: Elementary and Secondary Education in Ontario* replaces *Education Statistics: Ontario*.

Based on data provided by schools and school boards for the 1988-89 school year, this publication contains information about students and teachers in Ontario's publicly funded schools, an outline of the financing of education in the province, and descriptions of selected program areas and initiatives. A section on private schools and a compilation of statistical tables are also included.

Additional statistical information is available from the Ministry of Education at the following address:

Ministry of Education
Information Resources and Analysis Section
Policy Analysis and Research Branch
Mowat Block, 15th Floor
900 Bay Street
Toronto, Ontario
M7A 1L2

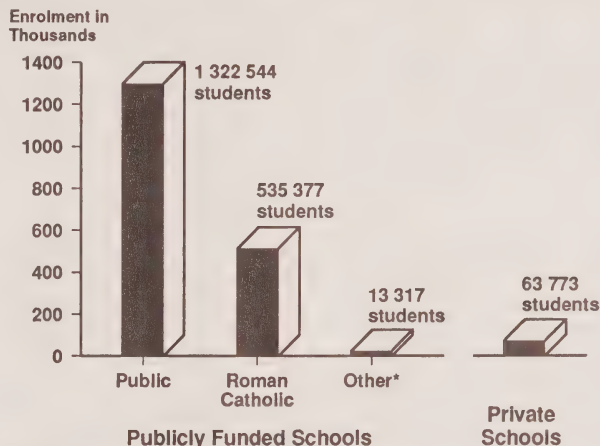
Telephone: (416) 965-3157

An Overview of Elementary and Secondary Education in Ontario

Of the five million students enrolled in elementary and secondary schools across Canada in 1988-89, close to two million attended schools in Ontario. Ontario's publicly funded education system, among the largest in the country, employs nearly 150 000 full-time staff in more than five thousand schools.

Although education is compulsory in Ontario for all children between the ages of six and sixteen, most five-year-olds in the province attend Senior Kindergarten, and close to 70 per cent of all secondary school students stay in school beyond the age of sixteen. More recently, a growing number of four-year-olds have also been enrolled in Junior Kindergarten.

Enrolment in Ontario Schools, 1988-89



* Includes schools for trainable-retarded students, Provincial Schools, and programs provided in care, treatment, and correctional facilities.

Ontario's publicly funded education system is organized into two panels:

- Elementary schools provide programs for children from Junior Kindergarten to Grade 8.
- Secondary schools offer programs for students enrolled in Grades 9 to 12/OAC.¹

In 1988-89, education in Ontario was provided in 5385 publicly funded schools and programs, including those in special settings,² for both English- and French-speaking students. There were also 492 private schools (which do not receive public funding) in the province. During the 1988-89 school year:

- 1 871 238 students were enrolled in publicly funded schools; and
- 63 773 students were enrolled in private schools.

In addition, 763 children of compulsory school age did not attend formal classes provided by either publicly funded school boards or private schools. Instead, the parents of these children received permission from local school boards to educate their children at home.

Also enrolled in Ontario's publicly funded schools in 1988-89 were 6076 First Nation students. This figure does not include Native children attending federally supported schools or schools operated by First Nations.

In 1988-89, the Ministry of Education operated five schools for blind or deaf students and four Demonstration Schools for students with learning disabilities. These Provincial Schools offer teacher-education programs and serve as resource centres for school boards.

1. Students intending to proceed to university must acquire a specified number of OAC (Ontario Academic Course) credits in secondary school. The secondary school program normally requires a minimum of four years.

2. Schools and programs in special settings include Provincial Schools, schools or programs for the trainable retarded, and programs for students in care, treatment, and correctional facilities.

Ontario's Publicly Funded Education System

Local school boards have a central role in the delivery of education in Ontario. School boards hire the teaching and non-teaching staff required by their schools and share with the provincial government the responsibility of financing education. School boards are also responsible for developing and delivering curricula based on provincial policies, goals, and guidelines. In 1988-89, there were 177 school boards in the province, of which 170 were actively operating schools that year. Of that number:

- 104 were public school boards operating 2476 regular elementary schools and 612 secondary schools;
- 58 were Roman Catholic separate school boards operating 1309 elementary schools and 157 secondary schools; and
- 8 were special boards providing 42 programs for trainable-retarded students and 9 programs for students confined to care, treatment, and correctional facilities.

The responsibility for governing school boards, both public and Roman Catholic separate, rested with 2179 trustees in 1988-89. Trustees are elected locally every three years by public or Roman Catholic separate school support-

ers. In a few boards, trustees are appointed.

Ontario's school boards employed 149 551 full-time staff in 1988-89. Approximately 70 per cent were teachers in schools; 2 per cent were

The Publicly Funded Education System, 1988-89

	Schools	Programs	Enrolment
Public School Boards			
- Elementary	2476		803 753
- Secondary	612		518 791
Total - Public School Boards	3088		1 322 544
Roman Catholic Separate School Boards			
- Elementary	1309		412 602
- Secondary	157		122 775
Total - RCSS Boards	1466		535 377
Other Programs/Facilities			
Programs Operated by Public and RCSS Boards for:			
- Trainable-retarded students		443	6 422
- Students in care, treatment, and correctional facilities		328	4 877
Programs Operated by Special Boards for:			
- Trainable-retarded students		42	868
- Students in care, treatment, and correctional facilities		9	310
Facilities Operated by the Ministry of Education	9		840
Total - Other Programs/Facilities	9	822	13 317
TOTAL	4563	822	1 871 238

consultants, program co-ordinators, and supervisory officers (including directors and assistant directors of education); and 28 per cent were professional, paraprofessional, and other staff, such as clerical and secretarial staff.

Students

Elementary and Secondary School Enrolment

In 1988-89, 1 228 832 students were enrolled in publicly funded elementary schools (including regular programs; special education programs; and programs in care, treatment, and correctional facilities). An additional 470 students of elementary school age were enrolled in provincially operated facilities.

Ontario's secondary schools had a total enrolment of 641 566 students. An additional 370 students were enrolled in schools operated by the province.

French-Language Education

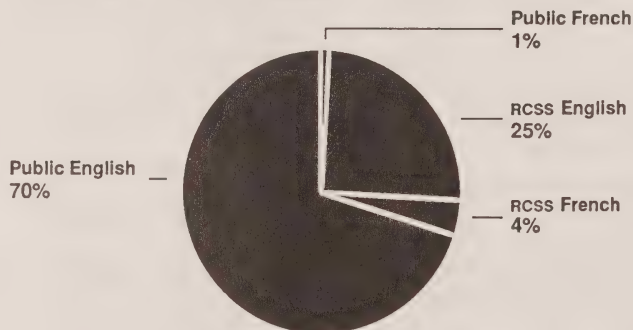
Ontario's education system serves the province's francophone community through French-language schools and French-language units within schools that offer classroom instruction in both English and French.

As part of their educational program for 1988-89, the public and the Roman Catholic separate school

boards operated 282 French-language elementary schools, five mixed elementary schools, and forty-four programs in French for elementary students in special settings. The boards also operated forty-nine French-language secondary schools and twenty-seven mixed secondary schools. More than 90 per cent of Ontario's French-speaking students were enrolled in programs taught in French.

Enrolment by Language of Instructional Unit, 1988-89

Total Enrolment: 1 871 238 Students



Enrolment in French-language schools and French-language units, including special settings, totalled 70 206 elementary school students, or 5.7 per cent of the province's total elementary enrolment, and 25 363 secondary school students, or 3.9 per cent of the province's total secondary enrolment. Overall, the 95 569 students enrolled in programs taught in French represented 5 per cent of the province's total student population.

Special Education

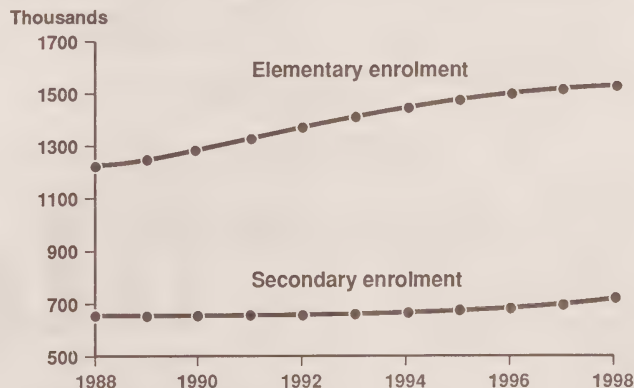
In Ontario, all publicly funded school boards are required to provide special education programs. In 1988-89, 135 920 exceptional students were enrolled in such programs in elementary and secondary schools. An additional 13 317 students were enrolled in schools or programs for the trainable retarded, in care, treatment, and correctional facilities, and in Provincial Schools.

Enrolment Trends and Projections

Ontario's elementary and secondary day-school enrolment reached an all-time high of 2 031 000 students in 1971. The following year, however, it began to decline, reaching a low of 1 763 967 by 1984. In 1985, the trend changed: enrolment climbed to 1 773 478 that year and to 1 871 238 by 1988.

The province is forecasting a further increase of 152 000 students in elementary enrolment by 1992, representing the beginning of an upward trend expected to continue throughout the decade. Enrolment projections for secondary schools, however, forecast only slight increases by 1992, with somewhat more significant patterns of growth starting to emerge by 1994-95.

Projections of Future Enrolment, 1988-98



Several factors have influenced the recent increases in student enrolment. They include increases in the number of births per year in the province, growth in the Junior Kindergarten program, immigration and in-migration to the province, and an increase in the number of adults returning to school.

Births in Ontario

For most of the 1970s, there were between 121 000 and 125 000 births in the province annually. By 1984, the number of births had risen to more than 131 000, and many of the children born in that year were old enough to attend Junior Kindergarten in 1988. Annual births continued to rise, reaching 138 000 in 1988.

Junior Kindergarten

Enrolment in Junior Kindergarten rose from 58 100 in 1985 to 82 143 in 1988, and accounted for 40 per cent of the overall growth in elementary school enrolment since 1985.

Immigration and In-migration

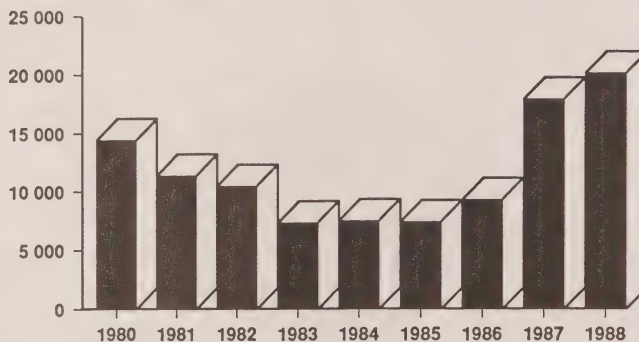
Between 1980 and 1986, the number of immigrants arriving in Canada annually ranged from 84 000 to 143 000; of those numbers, between 43 per cent and 50 per cent, annually, settled in Ontario. In 1988, total immigration rose to 162 000, and the proportion coming to Ontario jumped to 55 per cent. The number of four- to seventeen-year-old immigrant children arriving in

the province also rose sharply, from a low of 6896 in 1983 to a high of 20 776 in 1988.

Ontario has also experienced a net increase in population resulting from interprovincial migration every year since 1983. Between 1983 and 1988, approximately 52 000 children under eighteen years of age came to Ontario from other provinces, with the greatest number (12 392) arriving in 1987.

School-Age Immigrants to Ontario, 1980-88

Immigrant Children, Ages 4 to 17



Source: Employment and Immigration Canada

Adults Returning to School

The number of adult students (nineteen years of age and older) enrolled in secondary day schools has risen significantly – from 41 100 in 1985 to 54 200 in 1988.

The most dramatic increases occurred in the enrolment of students aged twenty-two or older. Their enrolment in public secondary schools increased from 2697 in 1978 (0.4 per cent of total secondary school enrolment) to 24 476 in 1988 (4.7 per cent of total secondary school enrolment).

Student Retention and Transition

The secondary school graduation rate has been increasing over the last several decades. The graduation rate³ more than doubled

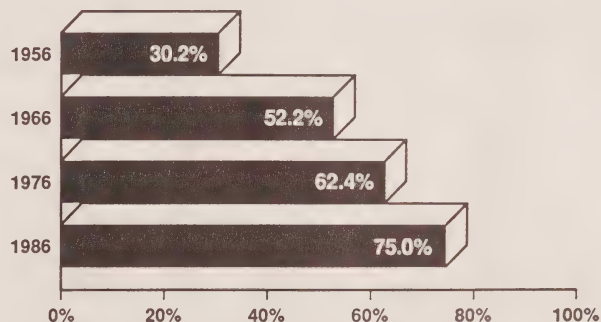
between 1956 and 1986, rising from 30 per cent in 1956 to 75 per cent in 1986.

This increase is explained in part by upward trends in student retention over the last two decades. During the 1980s, close to 70 per cent of Grade 9 students remained in school to graduation and received

their secondary school diploma, compared with annual rates ranging from 55 per cent to 62 per cent during the 1970s. As a result, the percentage of students who fail to graduate after spending the requisite number of years in school fell from an estimated 40-45 per cent during the 1970s to approximately 30 per cent during the 1980s.

Secondary School Graduation Rate, 1956-86

Percentage of Graduates Among Ontario's 18-year-old Population



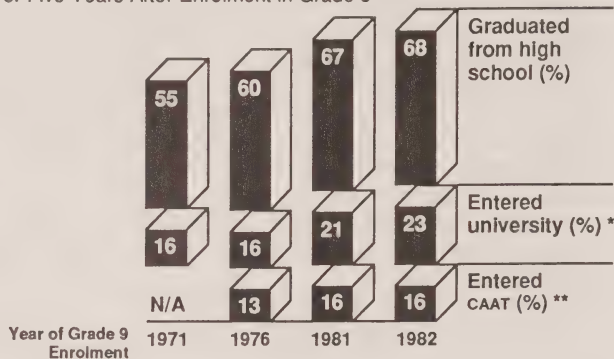
3. Graduates are expressed as a percentage of the number of people in the population who are of the usual graduation age of eighteen in Ontario.

The percentage of Grade 9 enrolment to continue on to a university or a college of applied arts and technology (CAAT) after graduating from high school has also increased. Thirty-nine per cent of the 1982 Grade 9 enrolment went on to postsecondary education, compared with 29 per cent of the 1976 group.

In recent years, between 13 per cent and 14 per cent of students aged sixteen to eighteen dropped out of school annually, but many of them eventually returned. The number of students re-entering day school has more than tripled in the last ten years.

Progress of Students

Four or Five Years After Enrolment in Grade 9



* University entrance: five years after enrolment in Grade 9

** CAAT (college of applied arts and technology) entrance: four or five years after enrolment in Grade 9

Teachers

In 1988-89, 105 261 full-time classroom teachers, vice-principals, principals, and other teachers (such as guidance teachers and teacher-librarians) were employed in schools in Ontario. Of this total:

- 62 103 were employed in elementary schools;
- 40 896 were employed in secondary schools; and
- 2262 were employed in schools or programs in special settings.

In addition, approximately 9700 part-time teachers were employed in Ontario schools in 1988-89. Of this total, approximately 9600 taught in elementary and secondary schools. The remaining 100 were employed in schools or programs in special settings for students with physical and/or learning disabilities.

Slightly more than 5 per cent of all full-time teachers in elementary and secondary schools were employed in French-language schools and French-language units of mixed schools.

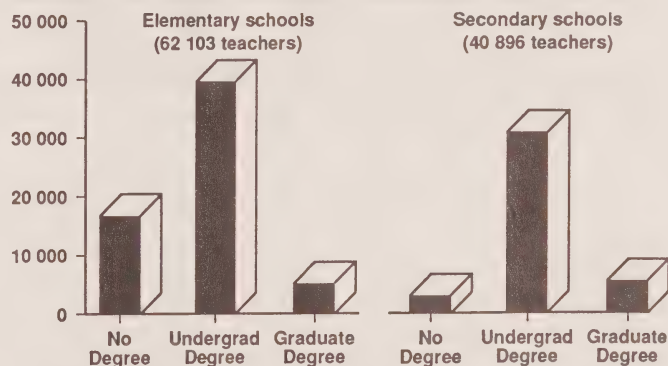
Teacher Education and Experience

Ontario's teachers are well qualified. In 1988-89, approximately 73 per cent of teachers in elementary schools and 92 per cent in secondary schools held at least a bachelor's degree. Of the degree holders in elementary schools, 12 per cent held graduate degrees. The percentage of teachers with gradu-

ate degrees in secondary schools was slightly higher (16 per cent).

Many teachers undertake additional courses to acquire new skills and knowledge and to expand the range of subjects in which they are qualified to teach. The successful completion of courses taken in the winter of 1987-88 and the summer

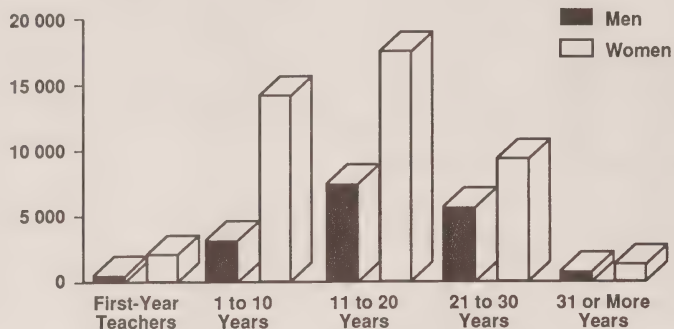
Full-Time Teachers by Highest Academic Degree, 1988-89*



* Figures do not include teachers in special schools or programs for the trainable retarded; in care, treatment, and correctional facilities; or in Provincial Schools.

Full-Time Teachers by Years of Experience, 1988-89*

Elementary Schools



* Figures do not include teachers in special schools or programs for the trainable retarded; in care, treatment, and correctional facilities; or in Provincial Schools.

of 1988 resulted in Ontario teachers' earning 30 481 additional qualifications.

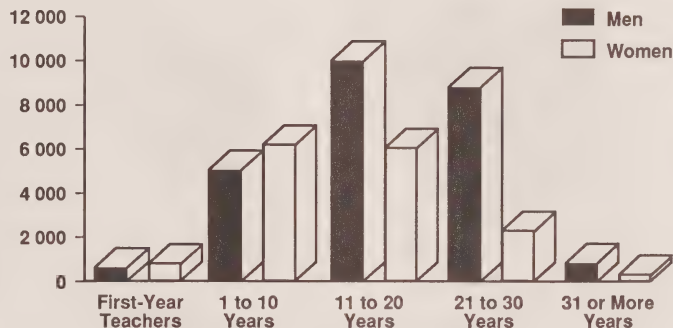
Two-thirds of Ontario teachers have more than ten years' teaching experience. In 1988-89, the average length of teaching service among elementary and secondary school teachers was fifteen years.

The growing number of teachers with twenty years of experience or more is starting to be offset by increases in the number of beginning teachers in the system. For example, 1500 new teachers joined the public elementary system in 1988, more than 2.5 times the number that joined in 1978.

A teacher's salary is based on qualifications and experience. Salaries are negotiated locally by school boards. In 1988-89, the median salaries for teachers employed in elementary and secondary schools were \$44 451 and \$51 154, respectively.

Full-Time Teachers by Years of Experience, 1988-89*

Secondary Schools



* Figures do not include teachers in special schools or programs for the trainable retarded; in care, treatment, and correctional facilities; or in Provincial Schools.

Employment Equity

Although the historic predominance of men among secondary school teachers and of women among elementary school teachers still persists, the gender composition of teachers in Ontario schools is indeed changing.

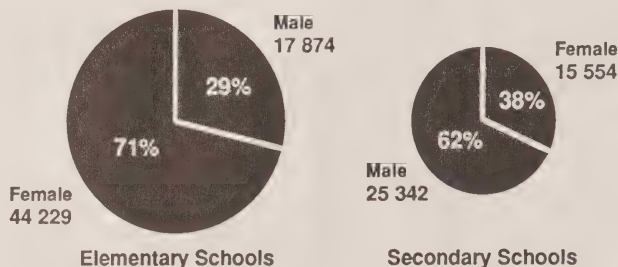
Change is evident primarily in secondary schools, where the percentage of female teaching staff has increased from 36.5 per cent in 1987-88 to 38 per cent in 1988-89. The elementary teaching force, however, is not experiencing a similar change because fewer men than women are choosing to become elementary teachers. In 1988-89, only 554 men (compared with 2089 women) entered elementary teaching.

The trend in the employment of women in school administration (as principals and vice-principals) shows improvement, although their representation in these positions still remains relatively low. As of September 30, 1988, women constituted approximately 71 per

cent of the total teaching staff (and 75 per cent of the classroom teaching staff) in elementary schools. In comparison, women held 19 per cent of all principal's positions and 35 per cent of all vice-principal's positions. In secondary schools, where women represent approximately 38 per cent of the total teaching staff (and 45 per cent of the classroom teaching staff), they held 12 per cent of all principal's positions and 20 per cent of all vice-principal's positions in 1988-89. All percentages show slight increases over those in 1987.

The number of women eligible for administrative positions in Ontario's publicly funded educational system is increasing. Between 1980 and 1988, 3241 women obtained principal's certificates. In addition, 325 women obtained supervisory officer's certificates, which make them eligible for future employment in senior board positions.

Gender Distribution of Teachers, 1988-89*



* Figures do not include teachers in special schools or programs for the trainable retarded; in care, treatment, and correctional facilities; or in Provincial Schools.

Selected Program Areas

This section provides information on selected education programs within the publicly funded school system and identifies significant trends in 1988-89.

Junior Kindergarten

From 1985 to 1988, enrolment in Junior Kindergarten rose by approximately 24 000. This increase resulted in large part from a significant expansion in the availability of Junior Kindergarten programs: the number of school boards offering Junior Kindergarten increased from 110 in 1986 to 132 in 1988.

French As a Second Language

Most Ontario students whose first language is not French will be enrolled in a French-as-a-second-language (FSL) course at some point during their tenure at school. Three types of FSL programs are offered by school boards in elementary schools:

1. a core program, which offers a minimum of 60 hours and a

maximum of 120 hours of French-language instruction per school year;

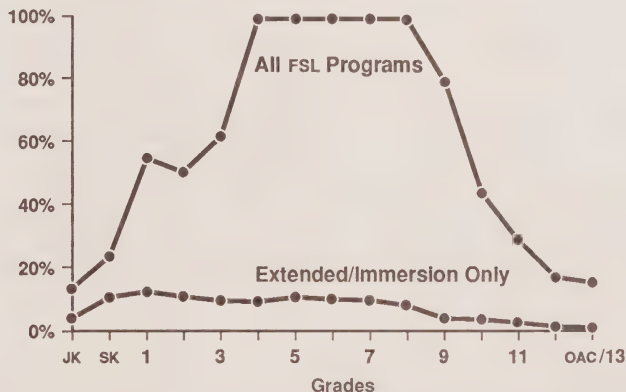
2. an extended program, which offers at least 120 hours of French-language instruction, plus at least one other subject taught entirely in French;
3. an immersion program, in which a range of subjects is

taught in French and which encompasses at least 450 hours of instruction in the French language per school year.

At the elementary level, some 812 000 students (70.8 per cent of all English-speaking elementary students) participated in FSL programs in 1988-89. Of this total, 703 500 received lessons in core

Participation in French-As-a-Second-Language Programs, 1988-89

Participants As a Percentage of All English-speaking Students



French, 25 300 participated in extended French-language programs, and 83 300 were enrolled in immersion French.

As part of the course requirements for an Ontario Secondary School Diploma, students must complete at least one credit course of French-language instruction. Many students complete more than one French-language course. In 1988-89, approximately 40 per cent of the total secondary school student population of English-language schools were registered in ESL programs.

Heritage Languages

Heritage-language classes give students the opportunity to acquire, maintain, or improve language skills unique to their particular ethnic background. The growth of the Heritage Languages Program over the last decade has been significant, in terms of both the increase in student enrolment and the variety of languages being taught. In 1987-88, approximately 93 000 elementary

school students participated in the program – an increase of 26 069 over 1977-78 – and instruction was provided in fifty-eight languages – seventeen more than in 1977-78.

Independent Learning

The Independent Learning Centre (ILC) provides distance education programs in English and French to Ontario residents who wish to earn high school diploma credits or upgrade basic skills. ILC courses are conducted principally through the mail.

Approximately 82 per cent of ILC students in 1988-89 were adults living in Ontario. Other participants in ILC courses included students aged eighteen or under enrolled in day schools and Ontario residents living out-of-province. Courses offered by ILC fall into three major categories: elementary school courses, courses leading to

secondary school diplomas, and adult basic-education courses. In 1988-89, enrolment in elementary courses totalled 277. At the secondary level, 135 different credit courses were offered, with a total enrolment of 91 446. Nine non-credit courses in adult basic literacy, adult basic English, and English as a second language were also offered in 1988-89. Student enrolment in those courses totalled 3308.

Partnerships in Education

An important trend within Ontario's education system is the growth of local partnerships between schools and business or industry. By 1988, the Ministry of Education, in co-operation with local school boards, had established eight Industry-Education Councils throughout the province. Activities undertaken by the councils include "job shadowing", an arrangement in which a student works alongside an employee, and the mentor program, which matches a student with an employee to discuss career and education choices.

The co-operative education program is another example of the education sector working together with business, industry, and labour. Co-operative education integrates classroom learning and on-the-job experience. In 1988-89, 44 511 students were enrolled in co-operative education programs throughout the province. The majority of these students were in Grade 12 (58.3 per cent) and at the general level of study (62.3 per cent).

The Ontario Linkage program is a third example of the education-business partnership. This program enables students to earn credits towards a secondary school diploma while undertaking an apprenticeship in a work setting. In 1988-89, ninety secondary schools offered the Linkage program to 4778 students in Grades 9 to 12.

Adults in Education

Increased numbers of adults are participating in education programs to upgrade their education and acquire new job-related skills. About 55 000 adults were enrolled in secondary day schools in the 1988-89 school year, compared with 48 000 in 1987-88 and 41 600 in 1986-87. Adults also have the option of enrolling in credit courses offered through continuing education programs, outside the regular day-school system. School boards also offer non-credit general-interest courses for adults, as well as adult basic-education courses for people who wish to upgrade their basic skills. In 1988-89, some 140 200 adults were enrolled in basic education courses; that is, courses in basic literacy and numeracy, English or French as a second language, and citizenship and official national languages.

The Financing of Education

In Ontario, the responsibility for financing elementary and secondary education is shared by the province and local school boards.

School boards determine their own budgets and raise their share of costs from local revenue sources. The province recognizes, or approves, a certain level of expenditure for each board and provides a grant to the board in support of this amount. School boards may raise

additional tax revenues to finance spending beyond the provincially recognized expenditure level.

School boards derive most of their revenues from property taxation. On average, residential taxation represents 56 per cent of a board's total local revenues, and non-residential taxation accounts for 40 per cent. The remaining 4 per cent is obtained from a variety of other sources, such as tuition fees,

asset sales, rentals, and service-related charges.

Education Expenditures

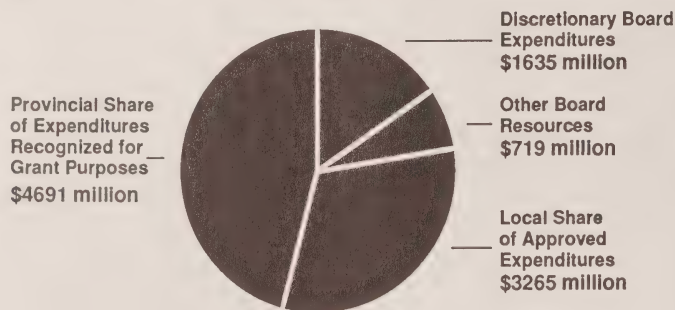
The total expenditure on education in Ontario by the province and local school boards together was approximately \$10.3 billion in 1988-89. Of this total, approximately \$8.7 billion was recognized for provincial support. This included \$719 million in expenditures financed through fee-for-service payments from other boards, tuition fees, and other resources. The balance of about \$1.6 billion represented discretionary board expenditures that were directly related to local needs.

The largest component of education expenditures in Ontario is represented by salaries, wages, and benefits, which totalled approximately \$6.9 billion in 1988-89. Teachers' salaries accounted for about \$6.1 billion of this amount.

Expenditures for pupil transportation totalled \$501 million, and books, fuel, and other supplies

Cost-Sharing Arrangement, 1988-89

Total Cost of Education = \$10 310 million



accounted for \$779 million. Total capital expenditures amounted to approximately \$750 million. Other expenditures, such as building and site rentals, contract services, computer purchases, and furniture and equipment replacements accounted for \$825 million. The remaining \$535 million represents additional expenditures incurred by the province on behalf of school boards, including contributions to the Teachers' Superannuation Fund.

Provincial Grants

Provincial transfer payments to school boards are allocated from the province's general-revenue fund. They enable school boards to provide a base level of education service to their students, as well as to implement new provincial initiatives.

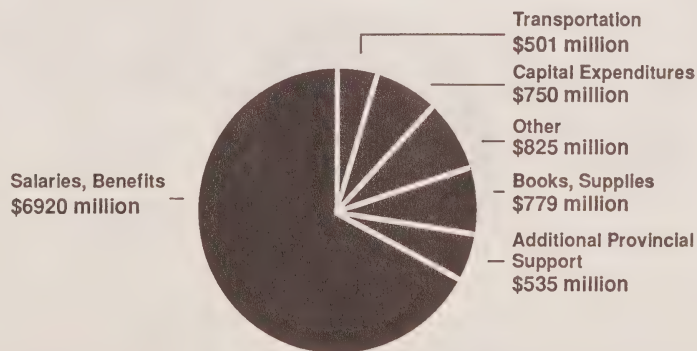
In 1988-89, the total actual provincial grants provided to school

boards in Ontario amounted to \$4.7 billion. In major part, the grants were allocated under five main categories of the General Legislative Grant (GLG) program:

1. The basic per-pupil block grant is the largest component of the GLG. These grants are paid to all school boards for the provision of a base level of education service. In 1988-89, basic per-pupil grants totalled \$2565 million.
2. Approximately \$428 million was allocated for special education purposes in 1988-89. This amount included about \$370 million specifically for special education programs and approximately \$58 million in support of programs for the trainable retarded.
3. Because of differences in social, economic, and geographic conditions, the cost of providing education programs can vary significantly among school boards across the province. In an attempt to equalize this situation, the province extends

Total Education Expenditures, 1988-89

Total Education Expenditures = \$10 310 million



board-specific grants to school boards hindered by conditions that are essentially beyond their control. In 1988-89, such grants totalled \$182 million.

4. Special-initiative grants are provided to encourage school boards to implement or extend services and programs that respond to government priorities or local needs. In 1988-89, a total of \$731 million was provided within this category, including \$42 million for new initiatives (such as Grades 1 and 2 class-size reduction) and for textbooks and other learning materials.

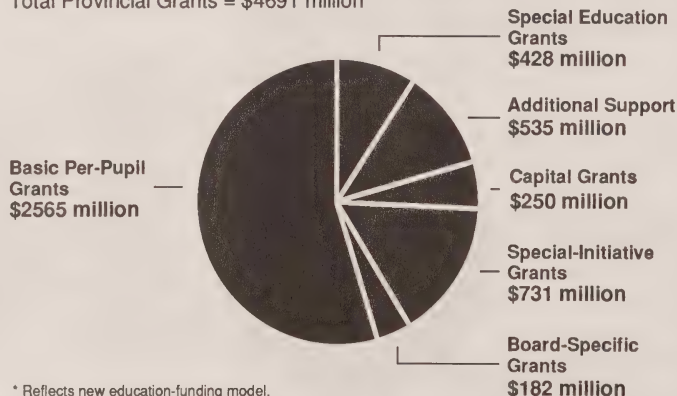
5. The province initiated a major capital-grant program in 1988-89, with a commitment to provide \$900 million to Ontario school boards over the next three years. Capital grants are intended to assist boards in their financing of capital projects, such as the construction of new schools or new additions to existing schools, site purchases, replacement or renovation of existing schools, and the purchase of portable classrooms.

In addition to the funds allocated under these five categories, the province makes other significant financial contributions to the education system. For example, it pays the employer's share of contributions to the Teachers' Superannuation Fund (the pension plan) on behalf of school boards. These payments totalled \$515 million in 1988-89.

The province also funds a wide range of education programs on the basis of approvals of programs proposed by participating boards. These include co-operative education programs and information-sharing systems among school boards. In 1988-89, \$20 million was allocated to such programs.

Provincial Support to Education, 1988-89*

Total Provincial Grants = \$4691 million



* Reflects new education-funding model.

Private Schools

Private schools in Ontario also provide elementary and secondary education. These schools do not receive funding from the province or from Ontario municipalities.

As of September 30, 1988, there were 492 private schools in the province, with 45 863 students in elementary grades and 17 910 students in secondary grades. The 63 773 students enrolled in private schools in 1988-89 represented 3.4 per cent of the total elementary and secondary school student population in Ontario.

Of the total number of private schools in Ontario, 363 (74 per cent) had fewer than 150 students each. Private schools employed 4363 full-time and 1347 part-time teachers in 1988-89.

Private Schools by Number of Pupils per School, 1988-89

No. of Pupils per School	Schools	Enrolment			
		Male	Female	Total	Percentage
0 - 9	41	152	134	286	0.4
10 - 29	113	1 136	981	2 117	3.3
30 - 49	67	1 367	1 166	2 533	4.0
50 - 99	87	3 365	2 813	6 178	9.7
100 - 149	55	3 599	3 195	6 794	10.7
150 - 199	39	3 472	3 268	6 740	10.6
200 - 249	25	3 050	2 448	5 498	8.6
250 - 299	11	1 556	1 397	2 953	4.6
300 - 349	11	1 717	1 861	3 578	5.6
350 - 399	11	2 488	1 600	4 088	6.4
400 - 449	3	431	830	1 261	2.0
450 - 499	10	3 147	1 522	4 669	7.3
500 - 549	1	414	101	515	0.8
550 - 599	1	260	308	568	0.9
600 - 649	2	702	512	1 214	1.9
650 - 699	2	353	993	1 346	2.1
700 - 799	4	414	2 588	3 002	4.7
800 - 899	1	458	429	887	1.4
900 - 999	5	3 408	1 316	4 724	7.4
1000 +	3	2 399	2 423	4 822	7.6
Total	492	33 888	29 885	63 773	100.0

Statistical Tables

Data in the following tables have been collected from Ontario's publicly funded school boards and, unless otherwise specified, refer exclusively to the publicly funded education system. Data referring to the 1988-89 school year are as of September 30, 1988, unless otherwise stated.

Table 1. Overview of Publicly Funded Education in Ontario, 1988-89

			Enrolment		
	Boards Operating Schools	Schools	Male	Female	Total
Public elementary	103	2476	414 188	389 565	803 753
Roman Catholic elementary	58	1309	210 556	202 046	412 602
Total Elementary	161	3785	624 744	591 611	1 216 355
Public secondary	79	612	267 838	250 953	518 791
Roman Catholic secondary	38	157	59 151	63 624	122 775
Total Secondary	117	769	326 989	314 577	641 566
Total Elementary and Secondary	162 *	4554	951 733	906 188	1 857 921
Other Facilities:					
Classes or schools for the trainable retarded	98	485	4 183	3 107	7 290
Provincial Schools	—	9	507	333	840
Education programs or schools in care, treatment, and correctional facilities	87	337	3 848	1 339	5 187
Grand Total	170 *	5385	960 271	910 967	1 871 238

* Calculation of total avoids duplication of school boards that operate more than one type of school; e.g., 116 school boards operate both elementary and secondary schools, while 1 board operates only a secondary school.

Table 2. Full-Time School and Board Personnel, 1988-89

Occupational Category	Males	Females	Total
Directors of education	118	0	118
Assistant directors of education	21	1	22
Supervisory officers	654	90	744
Subtotal (Administrative Staff)	793	91	884
Consultants/Co-ordinators	913	1 103	2 016
Elementary Schools			
Principals	3 050	704	3 754
Vice-principals	1 138	624	1 762
Unit heads	277	237	514
Classroom teachers	13 073	39 746	52 819
Other teachers (e.g., guidance personnel, librarians)	1 088	4 327	5 415
Secondary Schools			
Principals	623	82	705
Vice-principals	853	209	1 062
Unit heads	5 912	2 370	8 282
Classroom teachers	17 227	12 220	29 447
Other teachers (e.g., guidance personnel, librarians)	789	712	1 501
Subtotal (Teachers in Schools)*	44 030	61 231	105 261
Teachers in board offices	629	1 278	1 907
Other non-teaching professional staff (e.g., speech therapists, psychologists)	442	1 163	1 605
Paraprofessionals			
Paid teacher-aides	323	5 012	5 335
Technicians	555	271	826
Other (e.g., chaplains, outdoor-education staff, lifeguards)	169	602	771
Clerical and secretarial	351	11 117	11 468
Other staff on board's payroll (e.g., plant maintenance, transportation)			
Supervisory	1 717	667	2 384
Non-supervisory	14 099	2 995	17 094
Subtotal (Other Staff Employed by Boards)	18 285	23 105	41 390
Grand Total (All Groups)	64 021	85 530	149 551

* Figures include teachers in special settings.

Table 3. Enrolment in Elementary and Secondary Schools, 1978, 1985-88

Elementary Schools by Grade

Public Elementary

Year	JK	SK	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Spec. Ed.	Total
1978	21 042	83 828	91 840	91 294	92 018	89 014	87 535	89 594	95 980	100 121	27 859	870 125
1985	27 924	79 067	82 362	77 533	76 371	75 416	77 332	77 439	80 114	79 850	29 101	762 509
1986	32 953	79 334	84 903	79 360	76 472	75 819	75 421	78 120	79 141	78 336	28 174	768 033
1987	37 100	82 321	85 512	82 165	78 765	76 406	76 160	76 463	79 865	78 056	27 493	780 306
1988	47 517	84 991	88 162	83 391	81 748	78 623	77 160	77 312	78 160	79 210	27 479	803 753

Roman Catholic Elementary

Year	JK	SK	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Spec. Ed.	Total
1978	23 229	36 822	39 363	39 819	39 951	39 078	38 194	39 110	41 479	43 416	7 924	388 385
1985	30 176	39 939	41 131	39 850	39 814	39 247	39 662	39 272	38 992	38 380	7 997	394 460
1986	30 654	40 117	42 192	40 803	39 895	39 913	39 501	39 674	39 412	38 611	7 296	398 068
1987	31 969	41 252	42 340	42 034	40 774	39 964	40 084	39 634	39 879	39 035	6 986	403 951
1988	34 626	41 703	43 136	42 288	41 935	40 873	39 993	40 254	39 785	39 744	8 265	412 602

Total Elementary

Year	JK	SK	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Spec. Ed.	Total
1978	44 271	120 650	131 203	131 113	131 969	128 092	125 729	128 704	137 459	143 537	35 783	1 258 510
1985	58 100	119 006	123 493	117 383	116 185	114 663	116 994	116 711	119 106	118 230	37 098	1 156 969
1986	63 607	119 451	127 095	120 163	116 367	115 732	114 922	117 794	118 553	116 947	35 470	1 166 101
1987	69 069	123 573	127 852	124 199	119 539	116 370	116 244	116 097	119 744	117 091	34 479	1 184 257
1988	82 143	126 694	131 298	125 679	123 683	119 496	117 153	117 566	117 945	118 954	35 744	1 216 355

(continued)

Table 3 (cont.) Enrolment in Elementary and Secondary Schools, 1978, 1985-88

Secondary Schools by Grade

Public Secondary

Year	Pre-9*	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OAC/Gr.13	Total
1978	4466	155 402	147 663	134 936	116 070	53 160	611 697
1985	1350	122 443	121 998	118 077	113 441	58 681	535 990
1986	879	119 438	118 692	115 527	112 156	60 559	527 251
1987	698	116 037	114 782	115 444	110 671	62 564	520 196
1988	611	116 834	113 270	112 481	119 202	56 393	518 791

Roman Catholic Secondary

Year	Pre-9*	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OAC/Gr.13	Total
1978 **	—	17 222	14 576	—	—	—	31 798
1985	8	26 086	22 117	18 629	—	—	66 840
1986	—	26 670	24 436	20 517	17 564	—	89 187
1987	—	29 017	26 391	23 935	20 668	11 851	111 862
1988	42	31 016	28 444	25 575	24 328	13 370	122 775

Total Secondary

Year	Pre-9*	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OAC/Gr.13	Total
1978 **	4466	172 624	162 239	134 936	116 070	53 160	643 495
1985 ***	1358	148 529	144 115	136 706	113 441	58 681	602 830
1986 ***	879	146 108	143 128	136 044	129 720	60 559	616 438
1987 ***	698	145 054	141 173	139 379	131 339	74 415	632 058
1988	653	147 850	141 714	138 056	143 530	69 763	641 566

* Pre-Grade 9 students are those who enrol, within two years of leaving elementary school, in special secondary school programs that do not lead to credit.

** Students in Grades 9 and 10 in Roman Catholic schools were funded as elementary students.

*** Data are not comparable with those of previous years due to the gradual extension of public funding to Roman Catholic schools from 1985 to 1987.

Table 4. Enrolment of Exceptional Students, 1988-89*

Program Area of Exceptionality	Elementary		Secondary	
	Self-contained **	Resource Withdrawal***	Self-contained **	Resource Withdrawal***
Behavioural Exceptionalities				
Socially maladjusted-emotionally disturbed	5 887	2 827	716	2 684
Communication Exceptionalities				
Autistic	229	164	58	52
Hearing impaired	761	756	342	414
Learning disabled	14 995	28 339	3 592	17 966
Speech and language impaired	2 329	4 566	95	665
Intellectual Exceptionalities				
Gifted	5 810	12 684	3 941	7 547
Educable retarded	8 238	3 705	4 431	3 715
Trainable retarded	7 290			
Physical Exceptionalities				
Visually impaired	208	294	58	185
Orthopaedic or other	329	654	252	402
Multiple Exceptionalities				
Multihandicapped	1 900	1 174	603	569
Total	47 976	55 163	14 088	34 199
Actual Number of Students †	47 976	53 340	14 088	33 833

* Includes all types of publicly funded schools.

** Class of exceptional students who spend more than 50 per cent of their time in that class.

*** These are programs that are provided by a qualified special education teacher utilizing specialized equipment and resources necessary for the instruction of an individual student or small group of students for varying amounts of time but not more than half the classroom time of each student.

† Students enrolled in more than one resource-withdrawal program and/or students in self-contained classes who receive instruction in one or more resource-withdrawal programs are counted only once.

Table 5. Enrolment and Teachers in French-Language Elementary Instructional Units, 1978, 1985-88

Public Elementary

Year	Schools	Full-Time Teachers*	JK	SK	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Spec. Ed.	Total Enrolment
1978	12	122	182	341	323	331	307	280	240	240	231	251	—	—	35	2 761
1985	17	222	332	467	540	484	491	462	444	493	426	366	—	—	74	4 579
1986	19	240	375	502	560	542	515	515	475	457	500	422	—	—	80	4 943
1987	23	270	507	563	601	581	584	551	536	520	485	495	—	—	66	5 489
1988	27	322	576	659	662	641	639	612	587	577	558	467	—	—	133	6 111

Roman Catholic Elementary

Year	Schools	Full-Time Teachers*	JK	SK	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Spec. Ed.	Total Enrolment
1978	285	3142	4713	6455	6855	6903	6599	6521	6319	6397	6895	7694	525	291	1445	67 612
1985	261	2812	5703	6717	6812	6378	6327	6230	6193	6041	5752	5625	—	—	1114	62 892
1986	257	2845	5646	6822	6821	6673	6290	6222	6145	6082	5856	5474	—	—	1162	63 193
1987	258	2958	5656	6835	6826	6665	6485	6172	6085	6009	5943	5613	—	—	1109	63 398
1988	260	3089	6201	6496	6780	6612	6441	6374	6023	5926	5830	5735	—	—	1102	63 520

Total Elementary

Year	Schools	Full-Time Teachers*	JK	SK	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Spec. Ed.	Total Enrolment
1978	297	3264	4895	6796	7178	7234	6906	6801	6559	6637	7126	7945	525	291	1480	70 373
1985	278	3034	6035	7184	7352	6862	6818	6692	6637	6534	6178	5991	—	—	1188	67 471
1986	276	3085	6021	7324	7381	7215	6805	6737	6620	6539	6356	5896	—	—	1242	68 136
1987	281	3228	6163	7398	7427	7246	7069	6723	6621	6529	6428	6108	—	—	1175	68 887
1988	287	3411	6777	7155	7442	7253	7080	6986	6610	6503	6388	6202	—	—	1235	69 631

* Figures do not include the number of teachers in mixed elementary schools. There were five mixed schools in 1988-89.

Table 6. Enrolment in French-Language Secondary Instructional Units, 1978, 1985-88*

Year	Pre-9	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OAC/Gr. 13	Total
1978	213	7869	7767	6943	5921	1813	30 526
1985 **	48	6207	5786	5585	4865	1786	24 277
1986 **	—	5858	5936	5520	5307	1965	24 586
1987 **	—	5929	5706	5830	5442	2389	25 296
1988	6	5941	5661	5618	5816	2307	25 349

* Starting in 1985, figures include Roman Catholic secondary schools.

** Data are not comparable with those of previous years due to the gradual extension of public funding to Roman Catholic schools from 1985 to 1987.

Table 7. Secondary School Graduates in Ontario, 1985-88*

	Number of Grade 12 Graduates			Number of Diplomas Granted
	1985	1986	1987	1988
Publicly funded system	87 170	86 860	100 805 **	101 263
Private schools	13 120	13 966	2 180 **	2 158
Total	100 290	100 826	102 985	103 421

* In 1988, a single graduation diploma (the Ontario Secondary School Diploma) was introduced to replace the two diplomas (Grades 12 and 13) that had been in existence until that time. It is therefore not possible to directly compare data for the transition year with those for previous years. As of 1988, the base for reporting was changed from the number of Grade 12 graduates to the number of diplomas granted. While this represents a mix of old and new diplomas for 1988, as of 1989, the number of diplomas granted and the number of graduates will become equivalent.

** Not comparable with data for previous years due to extension of public funding to Roman Catholic schools.

Table 8. Full-Time Teachers, 1988-89*

	Elementary						Secondary					
	Public		Roman Catholic		Total		Public		Roman Catholic		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Number of teachers	13 675	29 865	4 951	15 773	18 626	45 638	21 196	12 069	4 208	3 524	25 404	15 593
Age (median)	42	40	40	39	42	40	45	40	38	35	44	39
Total teaching experience (median)	19	15	16	13	18	14	19	13	12	9	18	12
Salary (median)	\$50 761	\$42 385	\$48 997	\$39 774	\$50 321	\$41 466	\$52 377	\$48 387	\$48 498	\$43 183	\$52 043	\$47 329
Percentage of degree holders	88%	67%	90%	65%	89%	66%	89%	95%	96%	96%	90%	96%

* Calculation of median age, experience, salary, and percentage of degree holders does not take into account teachers at schools for the trainable retarded and other special schools.

Table 9. English-speaking Elementary and Secondary School Students Enrolled in French As a Second Language, 1986-88*

Grade	1986			1987			1988		
	English-speaking Students	Enrolment in FSL	%	English-speaking Students	Enrolment in FSL	%	English-speaking Students	Enrolment in FSL	%
JK	57 586	7 472	13.0	62 906	8 547	13.6	75 366	10 181	13.5
SK	112 127	24 448	21.8	116 175	25 368	21.8	119 539	27 625	23.1
1	119 714	54 649	45.6	120 425	58 956	49.0	123 856	68 092	55.0
2	112 948	49 598	43.9	116 953	58 133	49.7	118 426	59 042	49.9
3	109 562	60 895	55.6	112 470	66 543	59.2	116 603	71 701	61.5
4	108 995	105 374	96.7	109 647	109 350	99.7	112 510	112 215	99.7
5	108 302	102 637	94.8	109 623	109 240	99.7	110 543	110 142	99.6
6	111 255	110 981	99.8	109 568	109 276	99.7	111 063	110 636	99.6
7	112 197	111 618	99.5	113 316	112 821	99.6	111 557	110 733	99.3
8	111 051	110 430	99.4	110 983	110 325	99.4	112 752	111 955	99.3
Total (1-8)	894 024	706 182	79.0	902 985	734 644	81.4	917 310	754 516	82.3
Spec. Ed.	34 228	15 976	46.7	33 304	16 282	48.9	34 509	19 748	57.2
Total (JK-8), incl. Spec. Ed.	1 097 965	754 078	68.7	1 115 370	784 841	70.4	1 146 724	812 070	70.8
9	140 250	113 264	80.8	139 123	112 419	80.8	141 880	112 143	79.0
10	137 192	62 589	45.6	135 467	60 702	44.8	136 060	59 555	43.8
11	130 524	40 941	31.4	133 551	41 403	31.0	132 443	39 010	29.5
12	124 413	27 268	21.9	125 894	25 062	19.9	137 616	23 918	17.4
OAC/13	58 594	11 920	20.3	72 029	14 981	20.8	67 508	10 897	16.1
Total (9-13) **	590 973	255 982	43.3	606 064	254 567	42.0	615 507	245 523	39.9
Grand Total	1 688 938	1 010 060	59.8	1 721 434	1 039 408	60.4	1 762 231	1 057 593	60.0

* Includes students taking sixty or more hours of French per year.

** Pre-Grade 9 students are excluded.

Table 10. Registrations by Subject Area, 1988-89*

	Grade 9		Grade 10		Grade 11		Grade 12		OAC/13		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
Arts	60 397	60 312	43 557	49 259	32 303	38 971	15 876	19 737	6 391	8 876	158 524	177 155
Business	56 138	67 484	17 020	30 856	55 662	71 620	39 394	46 879	23 015	21 048	191 229	237 887
Computer Science	433	234	39 807	36 380	15 921	9 671	5 271	2 105	1 098	313	62 530	48 703
Contemporary Studies	22 401	34 421	17 224	29 479	20 153	42 043	19 560	35 000	9 340	20 503	88 678	161 446
English	78 125	70 678	78 058	70 844	94 283	84 737	81 364	77 233	41 850	50 754	373 680	354 246
French	64 762	63 725	25 328	39 924	16 783	29 595	4 661	6 997	9 293	22 375	120 827	162 616
Geography	49 057	46 142	29 895	25 649	19 995	10 690	10 672	6 817	17 044	16 542	126 663	105 840
History	27 209	26 665	46 611	42 982	37 481	40 836	25 779	25 285	27 169	29 738	164 249	165 506
Languages	462	651	3 926	7 754	2 343	6 004	798	2 388	1 280	3 129	8 809	19 926
Mathematics	75 287	70 012	75 535	69 827	67 446	61 576	54 112	49 239	61 443	46 917	333 823	297 571
Physical and Health Education	62 204	58 593	44 373	35 242	37 292	26 801	31 754	21 689	6 596	5 546	182 219	147 871
Science	71 475	66 859	69 197	64 605	70 752	70 995	27 600	19 506	46 784	41 603	285 808	263 568
Technological Studies	67 919	15 083	69 914	15 407	64 152	14 377	35 195	7 266	864	77	238 044	52 210

* This is not a head count of students. Students can take more than one course within the same guideline or courses in more than one guideline within the same subject area. Because courses can commence at any time in semestered schools, but collection of data is as of September 30, 1988, figures are a combination of actual and projected.

Table 11. Continuing Education Provided by School Boards, 1987-88*

Type of Course	October 31, 1987		September 1, 1987 – June 30, 1988		Summer School 1988 Enrolment	
	English	French	English	French	English	French
Secondary School Credit Courses						
Grades 9 and 10	12 253	6 886	28 655	13 988	37 615	857
Grades 11 and 12	19 705	1 254	43 302	3 474	24 728	303
OAC/Grade 13	10 749	365	30 276	1 340	13 961	85
Non-classroom correspondence courses or self-study	6 662	734	16 737	2 246	1 912	19
Adult basic literacy and numeracy **	12 531	320	28 160	602	5 509	19
English or French as a second language	32 702	386	77 455	560	19 720	276
Citizenship and official national languages classes	3 229	0	6 251	0	1 630	0
Driver education	12 594	376	29 103	1 179	2 116	27
Non-credit courses (other) ***	166 224	2 633	314 230	4 726	114 703	12 006
Total	276 649	12 954	574 169	28 115	221 894	13 592

* Figures exclude enrolment in the regular day-school program.

** These are courses in English, mathematics, and science designed to help students reach a Grade 8 level of competency.

*** These are general-interest courses.

Table 12. The Financing of Education, 1988*

	Total Elementary	Total Secondary	Total
Revenues (\$ millions)			
Local taxation	2 729	2 171	4 900
Provincial grants	2 864	1 827	4 691
Other revenues	241	478	719
Total	5 834	4 476	10 310
Expenditures (\$ millions)			
Operating	5 096	3 929	9 025
Other support **	316	219	535
Capital	422	328	750
Total	5 834	4 476	10 310
Average daily enrolment ***	1 107 243	605 030	1 712 273
Expenditure per pupil (\$)			
Operating	4 602	6 493	5 271
Other support **	285	362	312
Capital	381	543	438
Total	5 268	7 398	6 021

* Data in this table reflect the 1988 calendar year.

** "Other support" for education includes contributions to teachers' pensions.

*** Average daily enrolment is a weighted-average student count based on enrolment data collected at three points during the year. This enrolment measure is used in the calculation of provincial grants.



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**Elementary
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Education in
Ontario**

Ontario Ministry
of Education

Cette publication est également offerte en français sous le titre suivant :
*Statistiques principales : L'éducation à l'élémentaire et au secondaire
en Ontario, 1989-1990.*

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Introduction

This is the second issue of *Key Statistics: Elementary and Secondary Education in Ontario*, a publication that highlights statistical information based primarily on data collected annually from Ontario schools and school boards. It is available in both English and French.

Key Statistics begins with a broad overview of elementary and secondary education in the province, and then provides more-detailed information on school boards, students, teachers, and the financing of elementary and secondary education. It also gives information on selected programs of the Ministry of Education, including literacy programs for adults and youth employment services. A section on private schools and a compilation of statistical tables are included as well.

Additional statistical information is available from the Ministry of Education at the following address:

**Ministry of Education
Statistical Services Section
Policy Analysis and Research Branch
Mowat Block, 15th Floor
900 Bay Street
Toronto, Ontario
M7A 1L2**

Telephone: (416) 325-2700

An Overview of Elementary and Secondary Education in Ontario

Students and Schools

In 1989-90, approximately 1.9 million students attended publicly funded day schools in Ontario. (Public funding supports both public and Roman Catholic schools.) Also in the 1989-90 school year, private elementary and secondary schools enrolled 64 699 students.

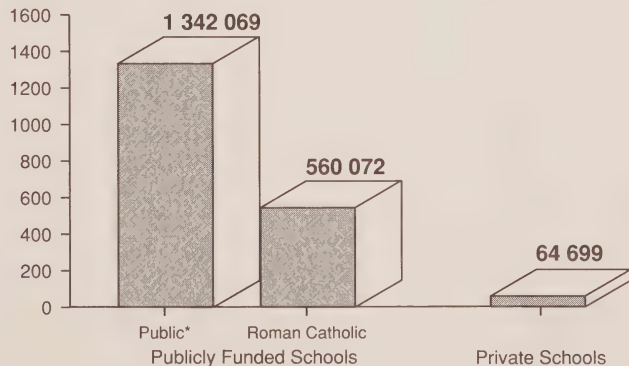
Even though education is not compulsory until a child reaches the age of six, most five-year-olds and three-quarters of all four-year-olds currently attend either Kindergarten or Junior Kindergarten. Legally, students may leave school at the age of sixteen, but the vast majority (approximately 80 per cent) of sixteen- to eighteen-year-olds have chosen to continue their education at the secondary level.

There are roughly 5000 publicly funded schools and 494 private schools in Ontario in the following two panels:

- Elementary, which provides programs for children from Junior Kindergarten to Grade 8;
- Secondary, which offers programs for students enrolled in Grades 9 to 12/OAC.¹

Enrolment in Ontario Schools, 1989-90

Thousands



* Includes schools operated by the Ministry of Education.

¹ Students intending to proceed to university and other postsecondary programs must acquire a specified number of OAC (Ontario Academic Course) credits in secondary school.

Adult and Continuing Education

In recent years, increasing numbers of adults have been returning to school as regular students. The number of adults returning to day school more than tripled between the 1980-81 and the 1988-89 school years, rising from 9459 to 33 867.

In addition, increasing numbers of students are enrolled in credit courses offered by school boards through continuing-education programs. Continuing-education courses are generally offered in the evening and during the summer. Ontario residents can also take credit courses through the Ministry of Education's Independent Learning Centre.

Other Learning Programs and Services

The Ministry of Education makes available, or supports financially, a range of other learning opportunities, including the following:

- programs operated by school boards in government-approved care, treatment, and correctional facilities, such as programs for young offenders and children's mental health centres;
- schools for blind and/or deaf students and Demonstration Schools for students with severe learning disabilities, which also offer professional development opportunities for teachers and serve as resource centres for school boards;

- literacy programs for adults;
- a range of other basic-skills-upgrading and transition-to-work programs.

Adults Returning to School

Age	1980-81		1985-86		1986-87		1987-88		1988-89	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
19-21	2531	1745	4735	3 599	5113	3 757	6 252	4 849	7 176	5 094
22 and older	1187	3996	3166	10 465	4047	12 385	5 705	14 615	6 459	15 138
Total	3718	5741	7901	14 064	9160	16 142	11 957	19 464	13 635	20 232

Ontario's Publicly Funded Education System

School Boards

Education in Ontario is a responsibility shared by the Ministry of Education and local school boards (which are, for the most part, elected bodies). School boards are responsible for the development and delivery of curricula and programs based on provincial policies, legislation, and guidelines. They determine the resources they need to carry out their responsibilities, set their own annual budgets, and raise their share of expenditures through property taxes within their local jurisdictions. The province provides grants to school boards to ensure that all boards have equitable resources for the provision of a base level of education programs and services. Through its six regional offices, the Ministry of Education works closely with local

school boards to monitor the implementation of policies and programs.

There are two types of publicly funded school boards in Ontario: public and Roman Catholic. In 1989-90, two of the school boards in the province were French-language boards.

Public School Boards

In 1989-90, Ontario's 113 public school boards operated nearly 3000 elementary schools (298 of which were in care, treatment, and correctional centres) and more than 600 secondary schools. As part of their elementary programs for 1989-90, the public school boards operated 36 French-language schools and 11 mixed schools (those that offer both English- and French-language instruction within a single school). Of the secondary schools, 22 were French-language and 15 were mixed.

Roman Catholic School Boards

During the same period, 59 Roman Catholic school boards operated nearly 1400 elementary schools (44 of which were in care, treatment, and correctional centres) and 176 secondary schools. In the elementary program, there were 272 French-language schools and 5 mixed schools; in the secondary program, there were 31 French-language schools and 8 mixed schools.

Students

Elementary and Secondary Enrolment

In 1989-90, 1 254 250 students were enrolled in elementary schools. Approximately 825 000 (66 per cent) attended public schools, while about 422 000 (34 per cent) were enrolled in Roman Catholic schools. Almost 6000 students attended classes in care, treatment, and correctional facilities, and 463 were enrolled in schools operated by the Ministry of Education.

In 1980-81, Junior Kindergarten was available in 40 per cent of Ontario's schools, and approximately 48 000 students attended. By 1987, 57 per cent of schools offered the program and more than 69 000 students were enrolled. In 1989-90, 138 school boards (84 per cent) offered Junior Kindergarten classes, which were attended by 86 295 children.

Most children in Ontario attend Kindergarten. Approximately 94 per cent of Grade 1 students in 1989

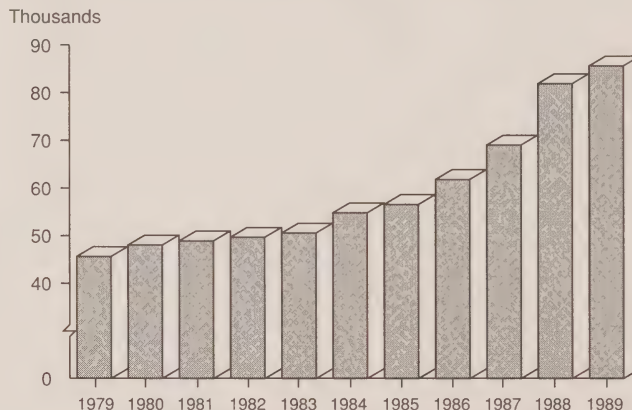
attended Kindergarten the year before.

In 1988, the Ministry of Education introduced an initiative to reduce the average class size in Grades 1 and 2 to twenty students. Class size in Grade 1 decreased from an aver-

age of 24 in 1987 to an average of 21.5 in 1989 and, in Grade 2, from an average of 25 in 1987 to an average of 22 in 1989.

Approximately 648 000 students were enrolled in Ontario secondary schools in 1989-90. Of this number,

Enrolment in Junior Kindergarten, 1979-89



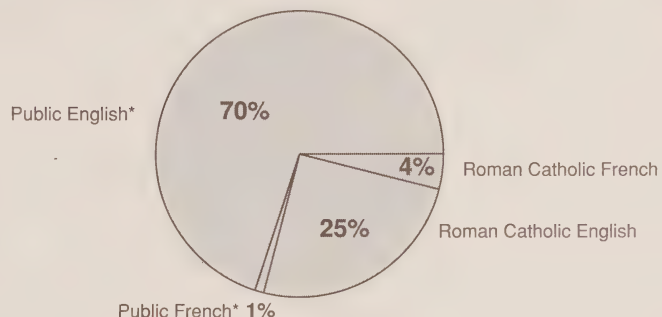
roughly 511 000 (79 per cent) attended public schools, almost 137 000 (21 per cent) attended Roman Catholic schools, and 343 attended schools operated by the Ministry of Education.

In 1989-90, 6730 status Indian children from reserves were enrolled in Ontario's elementary and secondary schools. This figure does not include aboriginal children attending federally supported schools or schools operated by the First Nations.

In 1989-90, 1 806 394 elementary and secondary students were enrolled in schools or units in which English is the language of instruction, and 95 747 students were enrolled in schools or units in which French is the language of instruction.

Enrolment by Language of Instructional Unit, 1989-90

Total Elementary and Secondary Enrolment: 1 902 141 Students



* Includes schools operated by the Ministry of Education.

Enrolment Trends and Projections

In 1989-90, elementary school enrolment increased by 2 per cent and secondary school enrolment increased by 0.9 per cent. Further growth is projected over the next five years.

Several factors have contributed to this upward trend, including an increase in the number of births per year, together with the previously noted increase in Junior Kindergarten and Kindergarten enrolments. Immigration, interprovincial migration, and increases in the number of

students staying in school and in the number of adults returning to school have also contributed to growing enrolments.

Births

The number of births annually in Ontario has risen every year since 1982, with the highest annual increase since 1957 being recorded in 1989.

Immigration

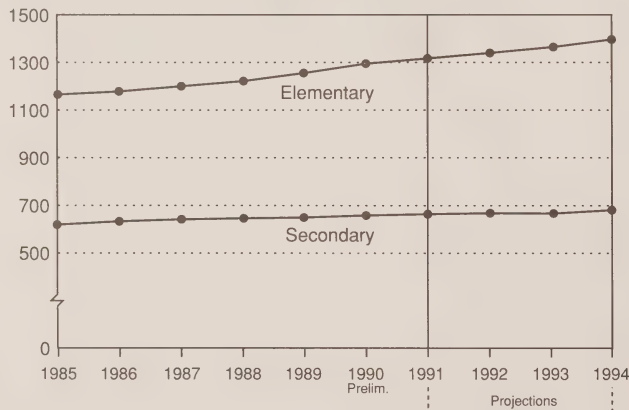
Total immigration to Canada rose from 162 000 in 1988 to 192 000 in 1989. In each of these years, 55 per cent of all immigrants settled in Ontario – most of them in the large cities. Twenty-two per cent of these new arrivals to Ontario were between four and seventeen years old, and about 63 per cent of them spoke neither English nor French.

Interprovincial Migration

Beginning in 1982-83, the number of school-aged children moving into Ontario exceeded the number leaving the province for other prov-

Elementary and Secondary School Enrolment, 1985-90,* and Enrolment Projections, 1991-94

Thousands



* Prior to 1985, Roman Catholic schools were publicly funded only to Grade 10. By 1987-88, funding was extended to cover all secondary school grades.

inces, resulting in a net gain in the number of school-aged children in Ontario. This trend continued until 1988-89, when the number of children who left Ontario for other provinces and territories exceeded the number of children who came into the province.

Student Retention and Transition

Another factor contributing to recent increases in enrolment is the

number of students staying in school beyond the age of sixteen. In 1975, only 73 per cent of the province's seventeen-year-olds and 35 per cent of its eighteen-year-olds were still in school. By 1989, 88 per cent of seventeen-year-olds and 57 per cent of eighteen-year-olds were in school.

Although the majority of students stay in school to graduation, some

leave, for shorter or longer periods of time. In recent years, an average of 13-14 per cent of students aged sixteen to eighteen have left school without a diploma annually. But many of these students return to complete diploma requirements or to add to their qualifications.

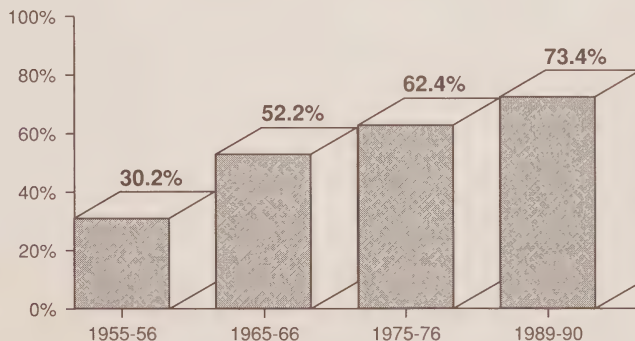
In the last ten years, the number of students re-entering day school has more than doubled. Between 1980-81 and 1988-89, the proportion of the total secondary school enrolment represented by students returning to school rose from 3 per cent to 8 per cent. Many of these students were adults.

Progress of Students

Over the last forty years, the secondary school graduation rate (the number of graduates expressed as a percentage of the province's eighteen-year-old population) has also been increasing. In 1989-90, the graduation rate was approximately 73 per cent, compared with only 30 per cent in 1956 and 62 per cent in 1976.

Secondary School Graduation Rate, 1956-90

Graduates* as Percentage of 18-year-old Population



* Includes graduates from private schools.

Over the same time period, the percentage of the student population that does not graduate has been decreasing. In the 1960s, approximately 50 per cent of students did not complete secondary school. That rate decreased to 40 per cent in the 1970s, and to 30 per cent in the 1980s. It is estimated that approximately 27 per cent of the 1989-90 cohort of students will not graduate.

Students take various lengths of time to graduate. In 1989-90, at the time of graduation,

- approximately 18 per cent of graduates were seventeen years of age or younger;

- the highest percentage of graduates – 45 per cent – were eighteen years old;

- 26 per cent were nineteen years old.

In the 1989-90 school year, 51 556 Ontario secondary school students obtained the necessary prerequisites to enter university. Of that number, 37 780 earned those credits at the time of graduation in 1990. The other 13 776 were 1989 graduates who returned to school to complete their OAC requirements in 1990. In most years, the majority of graduates with the necessary prerequisites enrol at Ontario universities (as did approximately

78 per cent of 1988-89's eligible graduates).

Many graduates enrol in Colleges of Applied Arts and Technology (CAATs). In the fall of 1989, 22 296 Ontario students entered colleges after graduation.

Postsecondary Enrolment of Secondary School Graduates,* 1985-89

	1984-85	1985-86	1986-87	1987-88	1988-89
Graduates with University Entrance Prerequisites	44 809	43 766	47 105	48 699	49 909
First-Year University Registrants (as a percentage of above)	30 767 (68.7%)	31 407 (71.8%)	33 685 (71.5%)	36 762 (75.5%)	39 046 (78.2%)
First-Year CAAT Registrants**	23 934	23 487	23 278	21 166	22 296

* Includes graduates from private schools.

** With and without university entrance prerequisites.

Teachers

In 1989-90, 110 519 full-time teachers were employed in publicly funded schools in Ontario. Of this total,

- 78 per cent were classroom teachers;
- 7 per cent were principals and vice-principals;
- 8 per cent were department heads;
- 7 per cent were teachers with other duties, such as guidance teachers and teacher-librarians.

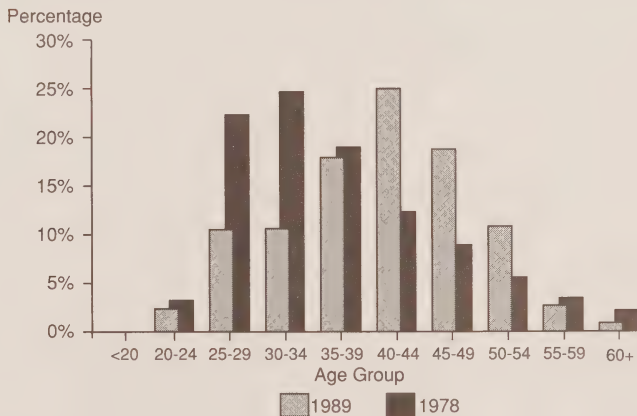
Slightly more than 5 per cent of all full-time teachers were employed in French-language schools and in French-language units of mixed schools.

Age

Since the 1970s, the average age of Ontario's teachers has been increasing, a consequence of the numerous hirings of teachers that occurred during the early 1970s when enrolments were high. In subsequent years, fewer teachers were hired. As a result, in 1978-79, the median age of full-time teachers

was 34.6, but by 1988-89, it had risen to 40.9. In 1989-90, the increase was small – a mere 0.2 percentage points. This plateauing of the average age is the result of an increased number of retirements in recent years and a consequent increase in the hiring of younger teachers.

Age Distribution of Full-Time Teachers, 1978 and 1989



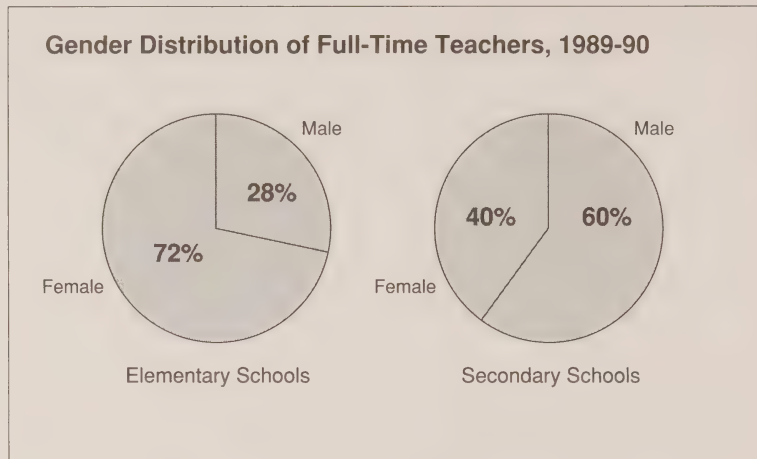
Education and Experience

In 1989-90,

- 75 per cent of elementary school teachers and 93 per cent of secondary school teachers were university graduates. Approximately 14 per cent of degree holders also held a graduate degree;
- during the school year and in the summer, Ontario teachers completed 27 127 courses to acquire additional qualifications;
- about half of full-time teachers had more than fifteen years' teaching experience.

Gender Composition

In 1989-90, 72 per cent of the province's 68 002 full-time elementary school teachers were women. Of 42 517 full-time secondary school teachers, 60 per cent were men. In recent years, the percentage of male teachers at the secondary school level has been decreasing. In 1980-81, for instance, 70 per cent of



secondary school teachers were male; by 1989-90, that figure had dropped to 60 per cent.

Excluding principals, vice-principals, and unit heads, 61 809 full-time teachers were employed in elementary schools in 1989-90; 76 per cent of them were female. Secondary schools employed a total

of 32 374 teachers; 44 per cent of them were female.

Although the number of women employed as school administrators (principals and vice-principals) has increased in recent years, women are not yet represented proportionately in these areas. A majority of the administrative positions in both elementary and secondary schools are still held by men. In 1989-90,

- 20.8 per cent of principals and 38.8 per cent of vice-principals in elementary schools were women, whereas 72 per cent of full-time teachers were women;
- 12.5 per cent of principals and 23.3 per cent of vice-principals in secondary schools were women, whereas 40 per cent of full-time teachers were women.

The number of women eligible for administrative positions is increasing. Between 1980 and 1990, 4114 female teachers obtained a principal's certificate and 460 obtained a supervisory officer's certificate. In 1989-90, however, only 4 per cent of directors and assistant directors were women.

Selected Programs

French As a Second Language

All Ontario students whose first language is not French must begin to study French no later than in Grade 4 and must accumulate at least 600 hours of French by the time they complete Grade 8. A number of school boards, however, start the program as early as Junior Kindergarten. In 1989-90, 58 per cent of all Grade 1 students participated in French-as-a-second-language programs, as did 56 per cent of all Grade 2 students and 61 per cent of all Grade 3 students.

Heritage Languages

Heritage-language classes provide students with the opportunity to acquire, maintain, or improve language skills in a variety of languages other than English and French. Over the last decade, the Heritage Languages Program has grown significantly. In 1978-79, approximately 67 000 elementary school students participated in the program, which offered courses in 41 languages. By 1988-89, the

program involved almost 95 000 elementary school students, and instruction was provided in 61 languages.

Programs for Exceptional Students

All school boards in Ontario must ensure that special education is provided for exceptional students, such as gifted students or students with physical or other disabilities. In 1989-90, more than 100 000 elementary school students and more than 50 000 secondary school students participated in special education programs or benefited directly or indirectly from special education services.

Currently, exceptional students are enrolled in both regular classes and special education classes.

In 1989-90, 62 per cent of exceptional students were enrolled in regular classes and 35 per cent were enrolled in special education classes (21.6 per cent attended special education classes all day, while 13.6 per cent spent at least one instructional period per day in a regular class).

The remaining 3 per cent were in care, treatment, or correctional facilities.

Independent Learning

The Independent Learning Centre (ILC) provides distance education programs, primarily by mail, to residents of Ontario who wish to earn high school diploma credits or to upgrade their basic skills. The majority (about 82 per cent) of ILC students are adults. Other participants include students aged eighteen or under who are enrolled in day schools, and Ontario residents living out-of-province. ILC courses, offered in both English and French, fall into three categories: elementary; those leading to a secondary school diploma; and adult basic skills. Slightly more than 90 000 students are enrolled in these programs, mostly at the secondary level.

Literacy and Skills Upgrading

Since 1990, the Ministry of Education has been responsible for a

number of literacy, basic-skills, and employment-access programs.

Ontario Basic Skills Program

The Ontario Basic Skills program provides a broad range of training in literacy, numeracy, science, computers, and workplace adjustment for adults who wish to acquire the basic skills necessary for securing employment and accessing more-advanced skills training. More than 14 000 people participated in 1989-90, receiving more than 2.5 million hours of training.

Ontario Basic Skills (OBS) Program, Client Profile, 1989-90

Participants:	14 025	Percentage of Intake
Age:	<25	17%
	25-44	73%
	45+	10%
Gender:	Male	37%
	Female	63%

Ontario Community Literacy Program

Funding is provided through this program to assist the development and delivery of community-based

adult literacy programs for Ontario residents. These programs are offered in English and French. In 1989-90, 153 community organizations provided services to 8520 individuals.

Ontario Community Literacy Program, Client Profile, 1989-90

Participants:	8520	Percentage of Intake
Age:	<25	20%
	25-44	59%
	45+	21%
Gender:	Male	50%
	Female	50%

Ontario Basic Skills in the Workplace

This program offers incentive funding to unions and employers or their non-profit delivery agents (such as school boards, colleges, and community groups) to provide basic-skills training in workplace settings. Through sixty projects funded in 1989-90, training was provided to more than 6000 individuals.

Youth Employment Services

Youth Employment Counselling Centres/Services

Youth Employment Counselling Centres/Services are non-profit community agencies that provide a complete range of employment-counselling and work-placement services for employment-disadvantaged youth. In 1989-90, seventy centres were funded across Ontario and more than 26 000 young people participated. More than 70 per cent of clients went on to employment or to education or training programs.

Youth Employment Counselling Centres/Services, Client Profile, 1989-90

Percentage of Intake		
Age:	15-19	53%
	20-24	47%
Gender:	Male	57%
	Female	43%
Education:	<Grade 12	82%

Futures

The Futures program is delivered through the Youth Employment Counselling Centres/Services as well as the province's twenty-three colleges of applied arts and technology (for a total of approximately 130 service locations). This program provides counselling, education upgrading, skills training, and work experience to young people aged sixteen to twenty-four (or up to age twenty-nine, if disabled) who have been unable to secure employment on their own. The program assists them in finding and maintaining a job or in returning to school. In 1989-90, close to 28 000 young people took advantage of the program.

Futures Program, Client Profile, 1989-90

Percentage of Intake		
Age:	15-19	53%
	20-24	47%
Gender:	Male	47%
	Female	53%
Education:	<Grade 12	82%

Ontario Youth/Training Hotlines

The hotlines provide, toll-free, a single point of contact for information on all youth programs and training programs in the province. More than 56 000 callers received information and referral services through the hotlines during 1989-90. The majority of callers sought information on employment opportunities or training programs. Approximately 15 per cent of the callers were employers.

The Financing of Elementary and Secondary Education

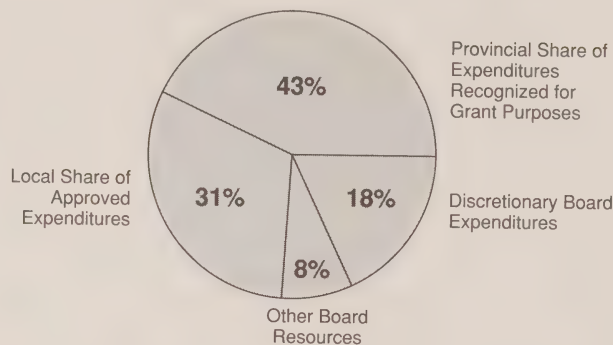
In Ontario, the responsibility for financing elementary and secondary education is shared by the province and local school boards.

School boards determine their own budgets and raise their share of costs from local revenue sources. The province approves a certain level of expenditure for each board and provides a grant to the board in support of this amount. School boards may raise additional tax revenues to finance spending beyond the provincially recognized expenditure level.

School boards derive most of their revenues from property taxation. On average, residential taxation represents 59 per cent of a board's total tax revenues, and non-residential taxation accounts for the other 41 per cent.

Cost-Sharing Arrangement, 1989*

Total Education Expenditures = \$11 633 million



* Data are for 1989 calendar year.

Education Expenditures

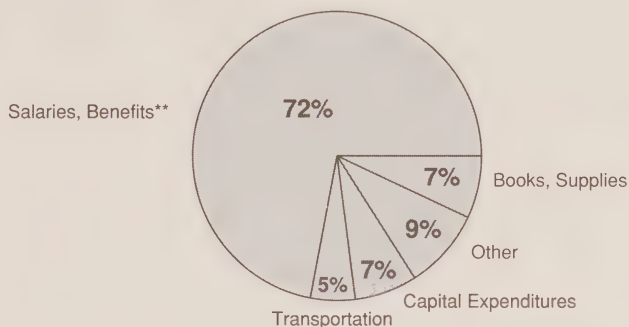
In 1989, the total expenditure on education by the province and local school boards was approximately \$11.6 billion.

Salaries, wages, benefits, and Teachers' Superannuation Fund contributions represented the

largest component of education spending, totalling approximately \$8.3 billion in 1989. Teachers' salaries accounted for about \$7 billion, benefits amounted to \$0.6 billion, and contributions to the Teachers' Superannuation Fund totalled roughly \$0.7 billion.

Total Education Expenditures, 1989*

Total Education Expenditures = \$11 633 million



* Data are for 1989 calendar year.

** For 1989, "Salaries, Benefits" includes Teachers' Superannuation Fund contributions. In 1988, these contributions were included under a separate heading, "Additional Provincial Support".

Other expenditures included:

- \$568 million for pupil transportation;
- \$868 million for books, fuel, and other supplies;
- \$799 million for capital expenditures, such as the construction of new schools or the renovation of existing facilities;

- \$1.054 billion for expenditures such as building and site rentals, contract services, computer purchases, and furniture and equipment replacements.

Provincial Grants

In 1989, total provincial support to school boards in Ontario amounted to \$5 billion. These payments to school boards, which are allocated

from the province's consolidated revenue fund, enable boards to provide a base level of education service to their students, as well as to implement new provincial initiatives.

Transfers in the amount of \$4.3 billion were allocated under four main categories of the General Legislative Grant (GLG) program, as outlined below. Contributions to the Teachers' Superannuation Fund, together with funding for other education programs, accounted for the remaining \$0.7 billion.

1. The basic per-pupil block grant is the largest component of the GLG. These grants, which totalled \$2.899 billion in 1989, are paid to all school boards for the provision of a base level of education service.
2. Because of differences in social, economic, and geographic conditions, the cost of providing education programs can vary significantly among school boards across the province. In an attempt to equalize this

situation, the province extends board-specific grants to school boards hindered by conditions that are essentially beyond their control. In 1989, these grants totalled \$191 million.

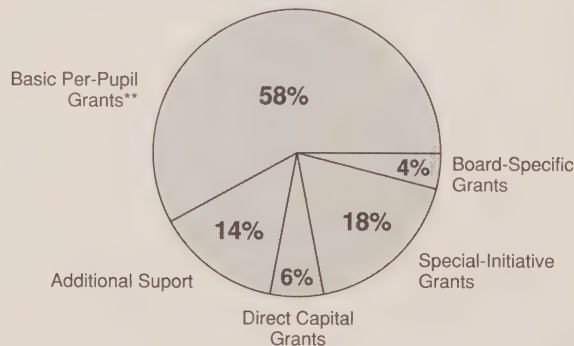
3. Special-initiative grants are provided to encourage school boards to implement or extend services and programs that respond to government priorities or local needs. In 1989, a total of \$923 million was provided within this category, subsidizing new initiatives such as the reduction of class size in Grades 1 and 2 and the purchase of textbooks and other learning materials.
4. In 1989, school boards received \$305 million in capital grants. These grants are intended to assist boards in their financing of capital projects, such as the construction of new schools (including child-care centres) or new additions to existing schools, site purchases, replacement or renovation of existing schools, and the purchase of portable classrooms.

In addition to the funds allocated under these four categories, the province makes other significant financial contributions to the education system. For example, the province funds a wide range of education programs provided in co-operation with participating

boards. These include co-operative education programs, education software acquisition, and information-sharing systems among school boards. In 1989, \$24.5 million was allocated to such programs.

Provincial Support to Education, 1989*

Total Provincial Support = \$5041 million



* Data are for 1989 calendar year.

** Including grants for exceptional students and trainable-retarded students.

Private Schools

Private schools in Ontario also provide elementary and secondary education. These schools are independently operated and do not receive funding from the province or from municipalities.

As of September 30, 1989, there were 494 private schools in the province. These schools were of three main types: elementary; secondary; and elementary and secondary combined. Private schools enrolled 47 213 elementary students (73 per cent of the total private-school enrolment) and 17 486 secondary students. Enrolment in private schools represents 3.3 per cent of the total day-school enrolment in Ontario.

Private schools provided education for 1013 Francophone students in four French schools and five mixed schools.

Private schools employed 4351 full-time teachers and 1633 part-time teachers in 1989-90.

Private School Enrolment by Type of School, 1989-90

Type of School	Number of Schools	Enrolment		
		Male	Female	Total
Elementary	310	16 602	15 657	32 259
Secondary	46	4 027	2 900	6 927
Elementary/Secondary	138	13 611	11 902	25 513
Total	494	34 240	30 459	64 699

Statistical Tables

Data in the following tables have been collected from Ontario's publicly funded school boards and, unless otherwise specified, refer exclusively to the publicly funded education system. Statistics for the 1989-90 school year are as of September 30, 1989, unless otherwise stated.

Table 1. Overview of Publicly Funded Education in Ontario, 1989-90

			Enrolment		
	Boards Operating Schools	Schools	Male	Female	Total
Public elementary	105	2600	425 993	399 485	825 478
Roman Catholic elementary	59	1331	215 554	206 991	422 545
Total Elementary	164	3931	641 547	606 476	1 248 023
Public secondary	81	603	263 262	247 407	510 669
Roman Catholic secondary	40	176	66 122	70 757	136 879
Total Secondary	121	779	329 384	318 164	647 548
Total Elementary and Secondary	165^a	4710	970 931	924 640	1 895 571
Other Facilities:					
Provincial Schools	—	9	477	329	806
Education programs or schools in care, treatment, and correctional facilities	86	350	4 240	1 524	5 764
Grand Total	172	5069	975 648	926 493	1 902 141

^a Calculation of total avoids duplication of school boards that operate more than one type of school; e.g., 120 school boards operate both elementary and secondary schools, while 1 board operates only a secondary school.

Table 2. Full-Time School and Board Personnel, 1989-90

Occupational Category	Males	Females	Total
Directors of education	117	4	121
Assistant directors of education	25	2	27
Supervisory officers	666	115	781
Subtotal (Administrative Staff)	808	121	929
Consultants/Co-ordinators	880	1 098	1 978
Elementary Schools			
Principals	3 004	788	3 792
Vice-principals	1 145	725	1 870
Unit heads ^a	272	259	531
Classroom teachers	13 330	42 314	55 644
Other teachers (e.g., guidance personnel, librarians)	1 244	4 921	6 165
Secondary Schools			
Principals	621	89	710
Vice-principals	857	260	1 117
Unit heads	5 791	2 525	8 316
Classroom teachers	17 389	13 256	30 645
Other teachers (e.g., guidance personnel, librarians)	855	874	1 729
Subtotal (Teachers in Schools)	44 508	66 011	110 519
Teachers in board offices	617	1 223	1 840
Other non-teaching professional staff (e.g., speech therapists, psychologists)	524	1 379	1 903
Paraprofessionals			
Paid teacher-aides	320	5 560	5 880
Technicians	551	232	783
Other (e.g., chaplains, outdoor-education staff, lifeguards)	139	731	870
Clerical and secretarial	363	11 650	12 013
Other staff on board's payroll (e.g., plant maintenance, transportation)			
Supervisory	1 668	842	2 510
Non-supervisory	14 632	3 209	17 841
Subtotal (Other Staff Employed by Boards)	18 814	24 826	43 640
Grand Total (All Groups)	65 010	92 056	157 066

^a The number of unit heads in one board has been estimated.

Table 3. Enrolment in Elementary and Secondary Schools, 1978, 1980, 1985-90*

Elementary Enrolment by Grade

Public Elementary

Year	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^a	Total
1978	21 064	89 847	91 907	91 333	92 021	89 031	87 648	89 595	95 992	100 241	38 930	881 609
1980	21 927	80 596	86 005	82 653	82 775	86 811	88 648	86 726	86 779	85 790	40 307	829 017
1985	27 956	79 117	82 414	77 588	76 403	75 458	77 365	77 486	80 137	79 900	39 977	773 801
1986	32 987	79 384	84 936	79 415	76 518	75 840	75 458	78 167	79 183	78 357	39 049	779 294
1987	37 154	82 379	85 551	82 204	78 809	76 459	76 182	76 502	79 904	78 098	38 266	791 508
1988	47 574	85 057	88 187	83 428	81 783	78 668	77 201	77 333	78 207	79 241	38 018	814 697
1989	49 641	88 805	90 713	86 458	83 190	82 446	79 706	78 715	79 924	78 715	32 744	831 057
1990 ^b	53 103	89 826	93 626	89 335	85 990	83 275	83 074	80 764	80 359	79 771	31 996	851 029

Roman Catholic Elementary

Year	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^a	Total
1978	23 229	36 822	39 363	39 819	39 951	39 078	38 194	39 110	41 479	43 416	7 924	388 385
1980	26 164	38 184	40 345	38 962	38 740	40 109	40 173	39 431	39 243	38 968	8 818	389 137
1985	30 176	39 939	41 131	39 850	39 814	39 247	39 662	39 272	38 992	38 380	9 908	396 371
1986	30 654	40 117	42 192	40 803	39 895	39 913	39 501	39 674	39 412	38 611	9 312	400 084
1987	31 969	41 252	42 340	42 034	40 774	39 964	40 084	39 634	39 879	39 035	8 959	405 924
1988	34 626	41 703	43 136	42 288	41 935	40 873	39 993	40 254	39 785	39 744	10 268	414 605
1989	36 654	43 087	43 925	43 587	42 914	42 671	41 806	40 810	41 286	40 400	6 053	423 193
1990 ^b	37 596	43 795	45 233	44 255	43 810	43 109	43 013	42 044	41 269	41 310	6 006	431 440

Total Elementary

Year	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^a	Total
1978	44 293	120 669	131 270	131 152	131 972	128 109	125 842	128 705	137 471	143 657	46 854	1 269 994
1980	48 091	118 780	126 350	121 615	121 515	126 920	128 821	126 157	126 022	124 758	49 125	1 218 154
1985	58 132	119 056	123 545	117 438	116 217	114 705	117 027	116 758	119 129	118 280	49 885	1 170 172
1986	63 641	119 501	127 128	120 218	116 413	115 753	114 959	117 841	118 595	116 968	48 361	1 179 378
1987	69 123	123 631	127 891	124 238	119 583	116 423	116 266	116 136	119 783	117 133	47 225	1 197 432
1988	82 200	126 760	131 323	125 716	123 718	119 541	117 194	117 587	117 992	118 985	48 286	1 229 302
1989	86 295	131 892	134 638	130 045	126 104	125 117	121 512	119 525	121 210	119 115	38 797	1 254 250
1990 ^b	90 609	133 621	138 859	133 590	129 800	126 384	126 087	122 808	121 628	121 081	37 997	1 282 469

* Figures include enrolment in programs for the trainable retarded, in care and treatment facilities, and in schools managed by the Ministry of Education. They are therefore not comparable with the figures published in the 1988-89 edition of *Key Statistics*.

^a Enrolment in special education programs, which are not graded.

(continued)

(continued)

Secondary Enrolment by Grade

Public Secondary

Year	Pre-9 ^c	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OAC/Gr.13		Total
1978	4598	155 549	147 741	135 006	116 115	53 193		612 203
1980	2946	135 608	138 620	136 123	119 876	53 648		586 821
1985	1383	122 514	122 116	118 163	113 567	58 723		536 466
1986	914	119 501	118 757	115 638	112 283	60 586		527 679
1987	737	116 075	114 850	115 504	110 828	62 586		520 580
1988	649	116 895	113 300	112 550	119 367	56 400		519 161
1989	1404	116 030	112 168	111 152	112 030	58 228		511 012
					Gr. 12 (No OACs)	Gr. 12 (1-5 OACs)	Gr. 12 (6+ OACs)	
1990 ^b	2136	114 013	113 883	112 545	63 495	62 425	44 748	513 245

Roman Catholic Secondary

Year	Pre-9 ^c	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OAC/Gr.13		Total
1978 ^d	—	17 222	14 576	—	—	—		31 798
1980 ^d	—	18 212	16 089	—	—	—		34 301
1985	8	26 086	22 117	18 629	—	—		66 840
1986	—	26 670	24 436	20 517	17 564	—		89 187
1987	—	29 017	26 391	23 935	20 668	11 851		111 862
1988	42	31 016	28 444	25 575	24 328	13 370		122 775
1989	115	33 988	31 762	28 505	27 111	15 398		136 879
					Gr. 12 (No OACs)	Gr. 12 (1-5 OACs)	Gr. 12 (6+ OACs)	
1990 ^b	131	35 303	34 338	31 435	14 632	18 524	12 416	146 779

Total Secondary

Year	Pre-9 ^c	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OAC/Gr.13		Total
1978 ^d	4598	172 771	162 317	135 006	116 115	53 193		644 001
1980 ^d	2946	153 820	154 709	136 123	119 876	53 648		621 122
1985 ^e	1391	148 600	144 233	136 792	113 567	58 723		603 306
1986 ^e	914	146 171	143 193	136 155	129 847	60 586		616 866
1987 ^e	737	145 092	141 241	139 439	131 496	74 437		632 442
1988	691	147 911	141 744	138 125	143 695	69 770		641 936
1989	1519	150 018	143 930	139 657	139 141	73 626		647 891
					Gr. 12 (No OACs)	Gr. 12 (1-5 OACs)	Gr. 12 (6+ OACs)	
1990 ^b	2267	149 316	148 221	143 980	78 127	80 949	57 164	660 024

^b Figures for 1990 are preliminary.^c Pre-Grade 9 students are those who enrol, within two years of leaving elementary school, in special secondary school programs that do not lead to credit.^d Students in Grades 9 and 10 in Roman Catholic schools were funded as elementary students.^e Data are not comparable with those of previous years due to the gradual extension of public funding to Roman Catholic schools from 1985 to 1987.

Table 4. Enrolment of Exceptional Students, 1989-90*

Elementary	Special Education Classes				Regular Classes						Classes in Care, Treatment, and Correctional Facilities	
	Fully Self-contained ^a		Partially Integrated ^b		Withdrawal Assistance ^c		Resource Assistance ^d		Indirect Services ^e			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Program Area of Exceptionality	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		Total
Behavioural Exceptionalities												
Socially maladjusted—emotionally disturbed	1 648	210	837	106	993	237	935	213	494	98	3154	8 925
Communication Exceptionalities												
Autistic	196	61	116	35	382	181	227	85	56	19	82	1 440
Hearing impaired	230	224	144	130	213	180	122	99	110	97	2	1 551
Learning disabled	4 850	1829	5486	2019	13 187	6 547	6 145	2925	1107	554	270	44 919
Speech and language impaired	904	397	823	343	2 157	1 137	708	388	204	152	114	7 327
Intellectual Exceptionalities												
Gifted	3 007	1900	411	387	5 161	4 874	1 124	1125	594	534	4	19 121
Educable retarded	2 230	1668	1225	880	1 083	761	408	341	116	105	47	8 864
Trainable retarded	2 367	1669	341	242	115	66	86	67	23	13	46	5 035
Physical Exceptionalities												
Visually impaired	34	30	13	7	73	51	82	67	65	43	209	674
Orthopaedic or other	53	42	46	27	111	101	140	132	123	105	33	913
Multiple Exceptionalities												
Multihandicapped	829	553	359	193	414	169	256	133	70	28	566	3 570
Total	16 348	8583	9801	4369	23 889	14 304	10 233	5575	2962	1748	4527	102 339

* Figures include 694 students in Provincial Schools for the deaf, blind, and deaf-blind and 110 students in Demonstration Schools.

^a Exceptional students attend a self-contained special education class for the entire school day.

^b Exceptional students are enrolled in a self-contained class and are also integrated into a regular class for at least one instructional period daily.

(continued)

(continued)

Secondary	Special Education Classes				Regular Classes						Total
	Fully Self-contained ^a		Partially Integrated ^b		Withdrawal Assistance ^c		Resource Assistance ^d		Indirect Services ^e		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Program Area of Exceptionality											
Behavioural Exceptionalities											
Socially maladjusted—emotionally disturbed	225	77	447	153	992	324	452	124	323	85	3 232
Communication Exceptionalities											
Autistic	41	10	26	9	67	25	99	42	47	11	377
Hearing impaired	135	105	37	53	82	97	66	57	79	64	775
Learning disabled	1408	530	1828	612	7 465	3075	3924	1654	2274	877	23 647
Speech and language impaired	115	166	121	49	263	86	240	114	90	37	1 281
Intellectual Exceptionalities											
Gifted	854	653	1075	862	1 970	1768	1222	1197	1379	1247	12 227
Educable retarded	1731	1039	733	417	802	617	1041	657	484	332	7 853
Trainable retarded	537	416	166	155	61	36	50	39	14	11	1 485
Physical Exceptionalities											
Visually impaired	4	52	11	5	49	43	38	20	30	31	283
Orthopaedic or other	42	25	31	26	101	79	53	36	51	42	486
Multiple Exceptionalities											
Multihandicapped	310	145	104	66	175	63	100	57	148	76	1 244
Total	5432	3218	4579	2407	12 027	6213	7285	3997	4919	2813	52 890

^c Exceptional students are enrolled in a regular class and receive instruction outside the classroom by a qualified special education teacher for part of the school day.

^d Exceptional students are enrolled in a regular class and receive direct specialized instruction, individually or in small groups, by a special education teacher within the regular classroom.

^e Exceptional students are enrolled in a regular class where the board provides specialized consultative services to the classroom teacher only.

Table 5. Enrolment in French-Language Elementary and Secondary Instructional Units, 1978, 1980, 1985-89*

Elementary Enrolment by Grade (French and Mixed Schools)

Public Elementary

Year	Schools	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^a	Total
1978	17	182	341	323	331	307	280	240	240	231	251	239	2 965
1980	36	163	344	429	343	310	336	300	282	240	219	447	3 413
1985	38	332	467	540	484	491	462	444	493	426	366	266	4 771
1986	39	375	502	560	542	515	515	475	457	500	422	326	5 189
1987	39	507	563	601	581	584	551	536	520	485	495	292	5 715
1988	43	576	659	662	641	639	612	587	577	558	467	331	6 309
1989	48	627	674	717	653	676	689	654	634	604	530	253	6 711

Roman Catholic Elementary

Year	Schools	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^a	Total
1978	285	4713	6455	6855	6903	6599	6521	6319	6397	6895	7694	1445	66 796
1980	282	5120	6618	6781	6384	6392	6600	6359	6237	6050	6002	1342	63 885
1985	287	5703	6717	6812	6378	6327	6230	6193	6041	5752	5625	1680	63 458
1986	286	5646	6822	6821	6673	6290	6222	6145	6082	5856	5474	1656	63 687
1987	287	5656	6835	6826	6665	6485	6172	6085	6009	5943	5613	1556	63 845
1988	288	6201	6496	6780	6612	6441	6374	6023	5926	5830	5735	1479	63 897
1989	277	6362	6603	6527	6530	6463	6329	6227	5900	5845	5638	1085	63 509

Total Elementary

Year	Schools	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^a	Total
1978	302	4895	6796	7178	7234	6906	6801	6559	6637	7126	7945	1684	69 761
1980	318	5283	6962	7210	6727	6702	6936	6659	6519	6290	6221	1789	67 298
1985	325	6035	7184	7352	6862	6818	6692	6637	6534	6178	5991	1946	68 229
1986	325	6021	7324	7381	7215	6805	6737	6620	6539	6356	5896	1982	68 876
1987	326	6163	7398	7427	7246	7069	6723	6621	6529	6428	6108	1848	69 560
1988	331	6777	7155	7442	7253	7080	6986	6610	6503	6388	6202	1810	70 206
1989	325	6989	7277	7444	7183	7139	7018	6881	6534	6449	6168	1338	70 220

* Figures include enrolment in programs for the trainable retarded, in care and treatment facilities, and in schools managed by the Ministry of Education. They are therefore not comparable with the figures published in the 1988-89 edition of *Key Statistics*.

^a Enrolment in special education programs, which are not graded.

(continued)

(continued)

Secondary Enrolment by Grade (French and Mixed Schools)

Public Secondary

Year	Pre-9 ^b	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OAC/Gr. 13	Total
1978	213	7869	7767	6943	5921	1807	30 520
1980	63	6070	7066	6853	6098	1851	28 001
1985	48	5264	5201	5211	4865	1786	22 375
1986	—	4910	5164	5048	4989	1965	22 076
1987	—	3974	3975	4271	4073	1819	18 112
1988	6	3561	3531	3721	3961	1512	16 292
1989	5	2231	2398	2265	2544	938	10 381

Roman Catholic Secondary

Year	Pre-9 ^b	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OAC/Gr. 13	Total
1978	—	525	291	—	—	—	816
1980	—	543	415	—	—	—	958
1985	—	943	585	374	—	—	1 902
1986	—	948	772	472	318	—	2 510
1987	—	1955	1731	1559	1369	570	7 184
1988	—	2377	2134	1896	1868	796	9 071
1989	5	3723	3537	3214	3295	1372	15 146

Total Secondary

Year	Pre-9 ^b	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OAC/Gr. 13	Total
1978	213	8394	8058	6943	5921	1807	31 336
1980	63	6613	7481	6853	6098	1851	28 959
1985 ^c	48	6207	5786	5585	4865	1786	24 277
1986 ^c	—	5858	5936	5520	5307	1965	24 586
1987 ^c	—	5929	5706	5830	5442	2389	25 296
1988	6	5938	5665	5617	5829	2308	25 363
1989	10	5954	5935	5479	5839	2310	25 527

^b Pre-Grade 9 students are those who enrol, within two years of leaving elementary school, in special secondary school programs that do not lead to credit.

^c Data are not comparable with those of previous years due to the gradual extension of public funding to Roman Catholic schools from 1985 to 1987.

Table 6. Secondary School Graduation Diplomas, Selected Years

	1965-66	1975-76	1988-89 ^a	1989-90 ^a
Number of Graduates:				
Publicly funded system	56 123	90 891	95 467	96 028
Private schools	6 407	7 478	4 006	4 409
Total	62 530	98 369	99 473	100 437
Number of Graduates with University Entrance Prerequisites	28 555	42 223	49 909	51 556

^a In 1988, a major transition took place, from the issuance of two diplomas (for Grades 12 and 13) to that of a single graduation diploma (the Ontario Secondary School Diploma). The 1988-90 data are not comparable with those of previous years due to consequent changes in diploma requirements.

The gradual extension of public funding to Roman Catholic schools from 1985 to 1987 also causes these data not to be comparable with those of previous years.

Table 7. Full-Time Teachers, 1989-90

	Elementary						Secondary					
	Public		Roman Catholic		Total		Public		Roman Catholic		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Number of teachers	13 797	32 259	5 198	16 748	18 995	49 007	20 767	12 935	4 746	4 069	25 513	17 004
Age (median)	43	41	40	39	42	40	45	40	38	35	44	39
Total teaching experience (median)	19	14	16	13	18	13	19	12	12	9	18	11
Salary (median) (\$)	52 414	42 978	52 140	42 512	52 363	42 828	55 256	50 392	51 602	45 969	54 823	49 380
Percentage of degree holders	90%	70%	92%	68%	90%	69%	90%	96%	96%	97%	91%	96%

Table 8. English-speaking Elementary and Secondary School Students Enrolled in French As a Second Language, 1986-89*

Grade	1986			1987			1988			1989		
	English-speaking Students	Enrolment in FSL	%	English-speaking Students	Enrolment in FSL	%	English-speaking Students	Enrolment in FSL	%	English-speaking Students	Enrolment in FSL	%
JK	57 586	7 472	13.0	62 906	8 547	13.6	75 366	10 181	13.5	79 247	11 063	14.0
K	112 127	24 448	21.8	116 175	25 368	21.8	119 539	27 625	23.1	124 546	27 516	22.1
1	119 714	54 649	45.6	120 425	58 956	49.0	123 856	68 092	55.0	127 355	73 451	57.7
2	112 948	49 598	43.9	116 953	58 133	49.7	118 426	59 042	49.9	122 838	68 775	56.0
3	109 562	60 895	55.6	112 470	66 543	59.2	116 603	71 701	61.5	118 938	72 868	61.3
4	108 995	105 374	96.7	109 647	109 350	99.7	112 510	112 215	99.7	118 060	117 711	99.7
5	108 302	102 637	94.8	109 623	109 240	99.7	110 543	110 142	99.6	114 585	114 119	99.6
6	111 255	110 981	99.8	109 568	109 276	99.7	111 063	110 636	99.6	112 945	112 433	99.5
7	112 197	111 618	99.5	113 316	112 821	99.6	111 557	110 733	99.3	114 744	113 728	99.1
8	111 051	110 430	99.4	110 983	110 325	99.4	112 752	111 955	99.3	112 906	111 772	99.0
Total (1-8)	894 024	706 182	79.0	902 985	734 644	81.4	917 310	754 516	82.3	942 371	784 857	83.3
Ungraded ^a	34 228	15 976	46.7	33 304	16 282	48.9	34 509	19 748	57.2	29 526	13 960	47.3
Total (JK-8), incl. Ungraded ^a	1 097 965	754 078	68.7	1 115 370	784 841	70.4	1 146 724	812 070	70.8	1 175 690	837 396	71.2
9	140 250	113 264	80.8	139 123	112 419	80.8	141 880	112 143	79.0	144 015	113 620	78.9
10	137 192	62 589	45.6	135 467	60 702	44.8	136 060	59 555	43.8	137 926	59 021	42.8
11	130 524	40 941	31.4	133 551	41 403	31.0	132 443	39 010	29.5	134 137	38 422	28.6
12	124 413	27 268	21.9	125 894	25 062	19.9	137 616	23 918	17.4	133 170	21 372	16.0
OAC/13	58 594	11 920	20.3	72 029	14 981	20.8	67 508	10 897	16.1	71 308	10 874	15.2
Total (9-13) ^b	590 973	225 982	43.3	606 064	254 567	42.0	615 507	245 523	39.9	620 556	243 309	39.2
Grand Total	1 688 938	1 010 060	59.8	1 721 434	1 039 408	60.4	1 762 231	1 057 593	60.0	1 796 246	1 080 705	60.2

* Includes students taking sixty or more hours of French per year; does not include students in special settings, such as care, treatment, and correctional facilities.

^a Enrolment in special education programs, which are not graded.

^b Pre-Grade 9 students are excluded.

Table 9. Continuing Education Provided by School Boards, 1988-89*

Type of Course	October 31, 1988		September 1, 1988 – June 30, 1989		Summer School 1989 Enrolment	
	English	French	English	French	English	French
Secondary School Credit Courses						
Grades 9 and 10	11 619	7 349	25 772	15 019	36 605	617
Grades 11 and 12	22 457	1 408	53 262	3 247	35 065	246
OAC/Grade 13	8 972	120	27 133	434	12 368	74
Non-classroom correspondence courses or self-study	8 167	1 459	28 020	1 739	2 160	9
Adult basic literacy and numeracy ^a	16 279	652	38 641	802	5 564	20
English or French as a second language	39 490	371	115 101	837	21 805	90
Citizenship and official national languages classes	3 596	0	7 888	0	1 637	0
Driver education	11 234	555	29 364	1 406	2 238	27
Non-credit courses (other) ^b	179 402	1 498	340 834	4 554	107 390	3640
Total	301 216	13 412	666 015	28 038	224 832	4723

* Figures exclude enrolment in the regular day-school program.

^a These are courses in English, mathematics, and science designed to help students reach a Grade 8 level of competency.

^b These are general-interest courses.

Table 10. The Financing of Elementary and Secondary Education, 1989*

	Total Elementary	Total Secondary	Total
Revenues (\$ millions)			
Local taxation	3 131	2 591	5 722
Provincial grants	3 174	1 867	5 041
Other revenues	264	606	870
Total	6 569	5 064	11 633
Expenditures (\$ millions)			
Operating	5 695	4 416	10 111
Other support ^a	433	290	723
Capital	441	358	799
Total	6 569	5 064	11 633

* Data in this table reflect the 1989 calendar year.

^a "Other support" for education includes contributions to the Teachers' Superannuation Fund.





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1990-91 Key Statistics

Elementary and Secondary Education in Ontario

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**Elementary
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Ontario**

Ontario Ministry
of Education

Cette publication est également offerte en français sous le titre suivant :
*Statistiques principales : L'éducation à l'élémentaire et au secondaire
en Ontario, 1990-1991.*

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Introduction

This is the third issue of *Key Statistics: Elementary and Secondary Education in Ontario*, a publication that highlights statistical information based primarily on data collected annually from Ontario schools and school boards. It is available in both English and French.

Key Statistics begins with a broad overview of elementary and secondary education in the province, and then provides more-detailed information on school boards, students, teachers, and the financing of elementary and secondary education. It also gives information on selected programs of the Ministry of Education, including literacy programs for adults and youth employment services. A section on private schools and a compilation of statistical tables are included as well.

Additional statistical information is available from the Ministry of Education at the following address:

**Ministry of Education
Statistical Services Section
Policy Analysis and Research Branch
Mowat Block, 15th Floor
900 Bay Street
Toronto, Ontario
M7A 1L2**

Telephone: (416) 325-2693

An Overview of Elementary and Secondary Education in Ontario

Students and Schools

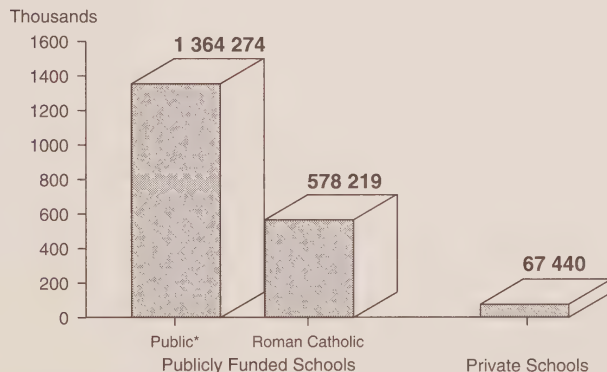
In 1990-91, approximately 1.94 million students attended publicly funded day schools in Ontario. (Public funding supports both public and Roman Catholic schools.) Also in the 1990-91 school year, private elementary and secondary schools enrolled 67 440 students.

Even though education is not compulsory until a child reaches the age of six, most five-year-olds and 78 per cent of all four-year-olds currently attend either Kindergarten or Junior Kindergarten. Legally, students may leave school at the age of sixteen, but the vast majority (approximately 83 per cent) of sixteen- to eighteen-year-olds have chosen to continue their education at the secondary level.

There are roughly 5100 publicly funded schools and 496 private schools in Ontario in the following two panels:

- Elementary, which provides programs for children from Junior Kindergarten to Grade 8;
- Secondary, which offers programs for students enrolled in Grades 9 to 12/OAC.¹

Enrolment in Ontario Schools, 1990-91



* Includes schools operated by the Ministry of Education, with an enrolment of 831 students in 1990-91.

¹ Students intending to proceed to university and other postsecondary programs must acquire a specified number of OAC (Ontario Academic Course) credits in secondary school.

Adult and Continuing Education

In recent years, increasing numbers of adults have been returning to school as regular students. The number of adults in day school more than tripled between the 1980-81 and the 1990-91 school years, rising from 19 360 to 68 992.

In addition, increasing numbers of students are enrolled in credit courses offered by school boards through continuing-education programs. Continuing-education courses are generally offered in the evening and during the summer. Ontario residents can also take credit courses through the Ministry of Education's Independent Learning Centre.

Other Learning Programs and Services

The Ministry of Education makes available, or supports financially, a range of other learning opportunities, including the following:

- literacy programs for adults;
- a range of other basic-skills-upgrading and transition-to-work programs.
- programs operated by school boards in government-approved care, treatment, and correctional facilities, such as programs for young offenders and children's mental health centres;
- schools for blind and/or deaf students and Demonstration Schools for students with severe learning disabilities, which also offer professional development opportunities for teachers and serve as resource centres for school boards;

Adults in Secondary Day School

Age	1980-81				1990-91			
	Male	(%)*	Female	(%)*	Male	(%)*	Female	(%)*
19-21	9 421	(3.1)	4 979	(1.8)	23 283	(6.9)	14 136	(4.4)
22 and older	1 441	(0.5)	3 519	(1.2)	10 392	(3.1)	21 181	(6.5)
Total	10 862	(3.6)	8 498	(3.0)	33 675	(10.0)	35 317	(10.9)

* Percentage of total secondary school enrolment.

Ontario's Publicly Funded Education System

School Boards

Education in Ontario is a responsibility shared by the Ministry of Education and local school boards, most of which are elected bodies. School boards are responsible for the development and delivery of curricula and programs based on provincial policies, legislation, and guidelines. They determine the resources they need to carry out their responsibilities, set their own annual budgets, and raise their share of expenditures through property taxes within their local jurisdictions. The province provides grants to school boards to ensure that all boards have equitable resources for the provision of a base level of education programs and services. Through its six regional offices, the Ministry of Education works closely with local school boards to monitor the

implementation of policies and programs.

There are two types of publicly funded school boards in Ontario: public and Roman Catholic. In 1990-91, two of the school boards in the province were French-language boards.

Public School Boards

In 1990-91, Ontario's 111 public school boards operated nearly 3000 elementary schools (300 of which were in care, treatment, and correctional centres) and about 600 secondary schools. As part of their elementary programs for 1990-91, the public school boards operated 37 French-language schools and 9 mixed schools (those that offer both English- and French-language instruction within a single school). Of the secondary schools, 19 were French-language and 17 were mixed.

Roman Catholic School Boards

During the same period, 59 Roman Catholic school boards operated nearly 1400 elementary schools (43 of which were in care, treatment, and correctional centres) and 187 secondary schools. In the elementary program, there were 276 French-language schools and 7 mixed schools; in the secondary program, there were 35 French-language schools and 7 mixed schools.

Students

Elementary and Secondary Enrolment

In 1990-91, 1 282 469 students were enrolled in elementary schools. Approximately 845 700 (66 per cent) attended public schools, while about 430 700 (34 per cent) were enrolled in Roman Catholic schools. Almost 5700 students attended classes in care, treatment, and correctional facilities, and 468 were enrolled in schools operated by the Ministry of Education.

In 1980-81, Junior Kindergarten was available in 40 per cent of Ontario's schools, and approximately 48 000 students attended. By 1987, 57 per cent of schools offered the program and more than 69 000 students were enrolled. In 1990-91, 136 school boards (85 per cent) offered Junior Kindergarten classes, which were attended by 90 609 children.

Most children in Ontario attend Kindergarten. Approximately 95 per cent of Grade 1 students in 1990

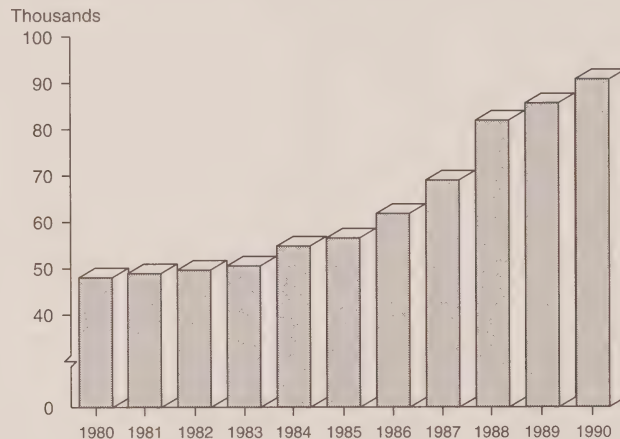
attended Kindergarten the year before.

In 1988, the Ministry of Education introduced an initiative to reduce the average class size in Grades 1 and 2 to twenty students. Class size in Grade 1 decreased from an aver-

age of 24 in 1987 to an average of 20.5 in 1990 and, in Grade 2, from an average of 25 in 1987 to an average of 21 in 1990.

Approximately 660 000 students were enrolled in Ontario secondary schools in 1990-91. Of this number,

Enrolment in Junior Kindergarten, 1980-90



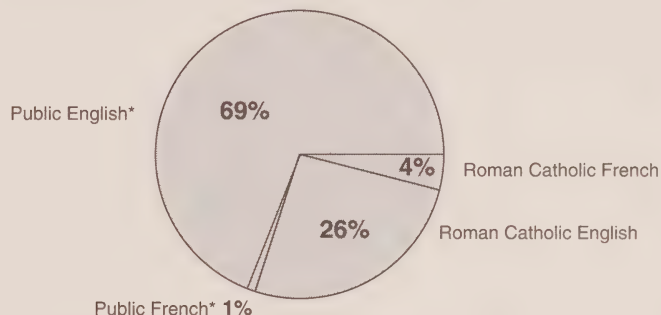
roughly 513 000 (78 per cent) attended public schools, almost 146 800 (22 per cent) attended Roman Catholic schools, and 363 attended schools operated by the Ministry of Education.

In 1990-91, 7372 status Indian children from reserves were enrolled in Ontario's elementary and secondary schools. This figure does not include aboriginal children attending federally supported schools or schools operated by the First Nations.

In 1990-91, 1 845 393 elementary and secondary students were enrolled in schools or units in which English is the language of instruction, and 97 100 students were enrolled in schools or units in which French is the language of instruction.

Enrolment by Language of Instructional Unit, 1990-91

Total Elementary and Secondary Enrolment: 1 942 493 Students



* Includes schools operated by the Ministry of Education.

Enrolment Trends and Projections

In 1990-91, elementary school enrolment increased by 2.2 per cent and secondary school enrolment increased by 1.9 per cent. Further growth is projected over the next five years.

Several factors have contributed to this upward trend, including an increase in the number of births per year, together with the previously noted increase in Junior Kindergarten and Kindergarten enrolments. Immigration, interprovincial migration, and increases in the number of

students staying in school and in the number of adults returning to school have also contributed to growing enrolments.

Births

The number of births annually in Ontario has risen every year since 1982, with the highest annual increase since 1957 being recorded in 1989. In 1990, 150 923 births were recorded in Ontario.

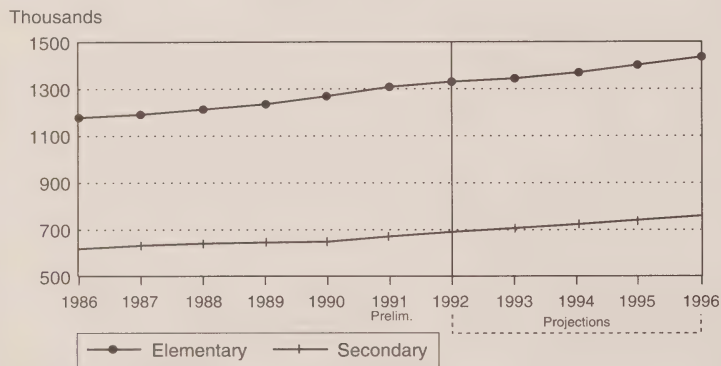
Immigration

Total immigration to Canada rose from 192 000 in 1989 to 215 106 in 1990. In each of these years, over half of all immigrants settled in Ontario – most of them in the large cities. Slightly more than one in five of these new arrivals to Ontario were between four and seventeen years old, and about 65 per cent of them spoke neither English nor French.

Interprovincial Migration

Beginning in 1982-83, the number of school-aged children moving into Ontario exceeded the number leaving the province for other provinces,

**Elementary and Secondary School Enrolment, 1986-91,*
and Enrolment Projections, 1992-96**



* Prior to 1985, Roman Catholic schools were publicly funded to Grade 10 only. By 1987-88, funding was extended to cover all secondary school grades.

resulting in a net gain in the number of school-aged children in Ontario. This trend continued until 1988-89, when the number of children who left Ontario for other provinces and territories exceeded the number of children who came into the province, although the losses are decreasing.

Student Retention and Transition

Another factor contributing to recent increases in enrolment is the

number of students staying in school beyond the age of sixteen. In 1975, only 73 per cent of the province's seventeen-year-olds and 35 per cent of its eighteen-year-olds were still in school. By 1990, 91 per cent of seventeen-year-olds and 61 per cent of eighteen-year-olds were in school.

Although the majority of students stay in school to graduation, some

leave, for shorter or longer periods of time. In recent years, an average of 12-13 per cent of students aged sixteen to eighteen have left school each year without a diploma. But many of these students return to complete diploma requirements or to add to their qualifications.

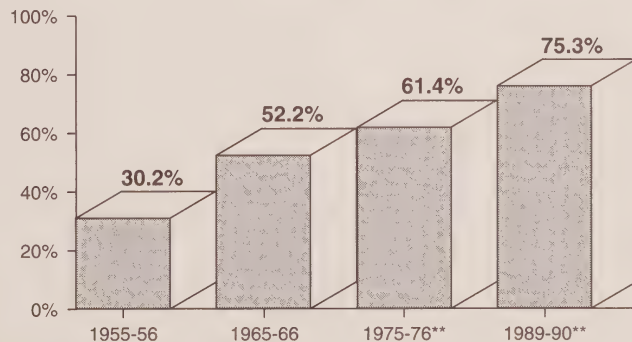
Since 1980, the number of students re-entering day school has more than doubled. Between 1980-81 and 1988-89, the proportion of the total secondary school enrolment represented by students returning to school rose from 3 per cent to 8 per cent. Many of these students were adults.

Progress of Students

Over the last forty years, the secondary school graduation rate (the number of graduates expressed as a percentage of the province's eighteen-year-old population) has also been increasing. In 1989-90, the graduation rate was approximately 75 per cent, compared with only 30 per cent in 1956 and 61 per cent in 1976.

Secondary School Graduation Rate, 1956-90

Graduates* As Percentage of 18-Year-Old Population



* Includes graduates from private schools.

** Figures have been revised.

Over the same time period, the percentage of the student population that does not graduate has been decreasing. In the 1960s, approximately 50 per cent of students did not complete secondary school. That rate decreased to 40 per cent in the 1970s, and to 30 per cent in the 1980s. It is estimated that approximately 25 per cent of the 1989-90 cohort of students will not graduate.

Students take various lengths of time to graduate. In 1989-90, at the time of graduation,

- approximately 2 per cent of graduates were seventeen years of age or younger;

- 38 per cent were eighteen years old;
- the highest percentage of graduates – 44 per cent – were nineteen years old.

It should be noted that the percentages given above have been revised since the 1989-90 edition of *Key Statistics*.

In the 1989-90 school year, 54 232 Ontario secondary school students obtained the necessary prerequisites to enter university. Of that number, 37 597 earned those credits at the time of graduation in 1990. The other 16 635 were graduates of earlier years who returned to school

to complete their OAC requirements in 1989-90. In most years, the majority of graduates with the necessary prerequisites enrol at Ontario universities (as did approximately 73 per cent of 1989-90's eligible graduates).

Many graduates enrol in Colleges of Applied Arts and Technology (CAATs). In the fall of 1990, 21 750 Ontario students entered colleges after graduation.

Postsecondary Enrolment of Secondary School Graduates,* 1985-90

	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
Graduates With University Entrance Prerequisites	44 809	43 766	47 105	48 699	49 909	54 232
First-Year University Registrants (as a percentage of above)	30 767 (68.7%)	31 407 (71.8%)	33 685 (71.5%)	36 762 (75.5%)	39 046 (78.2%)	39 311 (72.5%)
First-Year CAAT Registrants**	23 934	23 487	23 278	21 166	22 296	21 750

* Includes graduates from private schools.

** With and without university entrance prerequisites.

Teachers

In 1990-91, 115 053 full-time teachers were employed in publicly funded schools in Ontario. Of this total,

- 79 per cent were classroom teachers;
- 7 per cent were principals and vice-principals;
- 7 per cent were unit heads;
- 7 per cent were teachers with other duties, such as guidance teachers and teacher-librarians.

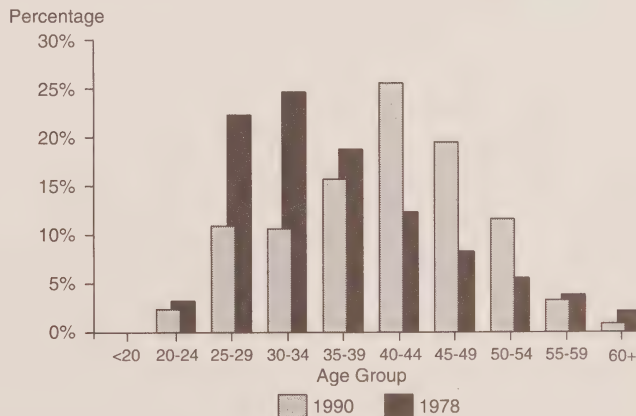
Slightly more than 5 per cent of all full-time teachers were employed in French-language schools and in French-language units of mixed schools.

Age

Since the 1970s, the median age of Ontario's teachers has been increasing, a consequence of the numerous hirings of teachers that occurred during the early 1970s when enrolments were high. In subsequent years, fewer teachers were hired. As a result, in 1978-79, the median age of full-time teachers

was 34.6, but by 1989-90, it had risen to 41.1. In 1990-91, the increase in the median age was small – a mere 0.5 percentage points. This plateauing of the median age is the result of an increased number of retirements in recent years and a consequent increase in the hiring of younger teachers.

Age Distribution of Full-Time Teachers, 1978 and 1990

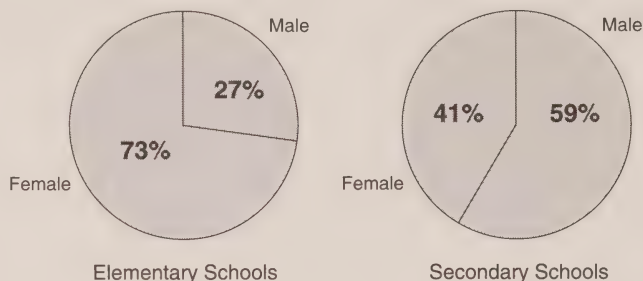


Education and Experience

In 1990-91,

- 76 per cent of elementary school teachers and 93 per cent of secondary school teachers were university graduates. Approximately 14 per cent of degree holders also held a graduate degree;
- during the 1989-90 school year and in the summer, Ontario teachers completed 33 659 courses to acquire additional qualifications;
- about half of full-time teachers had more than fifteen years' teaching experience.

Gender Distribution of Full-Time Teachers, 1990-91



Gender Composition

In 1990-91, 73 per cent of the province's 71 447 full-time elementary school teachers were women. Excluding elementary school principals, vice-principals, and unit heads, the province employed 65 583 full-time teachers; 77 per cent of them were women.

At the secondary level, of the 43 606 full-time teachers, 41 per cent were women. In recent years, the percentage of female teachers at the secondary school level has been increasing. In 1980-81, for instance, only 30 per cent of secondary school teachers were women; by 1990-91, that figure had grown to 41 per cent. Excluding secondary school principals, vice-principals, and unit heads, 44 per cent of the

33 100 full-time teachers were women.

Although the number of women employed as school administrators (principals and vice-principals) has increased in recent years, women are not yet represented proportionately in these areas. A majority of the administrative positions in both elementary and secondary schools are still held by men. In 1990-91,

- 23.5 per cent of principals and 41.9 per cent of vice-principals in elementary schools were women, whereas 73 per cent of full-time teachers were women;
- 13.3 per cent of principals and 24.7 per cent of vice-principals in secondary schools were women, whereas 41 per cent of full-time teachers were women.

The number of women eligible for administrative positions is increasing. Between 1980 and 1991, 4439 female teachers obtained a principal's certificate and 536 obtained a supervisory officer's certificate. In 1990-91, however, only 6 per cent of directors and assistant directors were women.

Selected Programs

French As a Second Language

All Ontario students whose first language is not French must begin to study French no later than in Grade 4 and must accumulate at least 600 hours of French by the time they complete Grade 8.

A number of school boards, however, start the program as early as Junior Kindergarten. In 1990-91, 58 per cent of all Grade 1 students participated in French-as-a-second-language programs, as did 58 per cent of all Grade 2 students and 63 per cent of all Grade 3 students.

Heritage Languages

Heritage-language classes provide students with the opportunity to acquire, maintain, or improve language skills in a variety of languages other than English and French. Over the last decade, the Heritage Languages Program has grown significantly. In 1978-79, approximately 67 000 elementary school students participated in the program, which offered courses in 41 languages. By 1990-91, the

program involved 121 883 elementary school students, and instruction was provided in 63 languages.

Programs for Exceptional Students

All school boards in Ontario must ensure that special education is provided for exceptional students, such as gifted students or students with physical or other disabilities. In 1990-91, about 103 400 elementary school students and slightly more than 58 600 secondary school students participated in special education programs or benefited directly or indirectly from special education services.

Exceptional students are enrolled in both regular classes and special education classes.

In 1990-91, 63 per cent of exceptional students were enrolled in regular classes and 34 per cent were enrolled in special education classes (19.2 per cent attended special education classes all day, while 14.5 per cent spent at least one instructional period per day in a regular class).

The remaining 3 per cent were in care, treatment, or correctional facilities.

Independent Learning

The Independent Learning Centre (ILC) provides distance education programs, primarily by mail, to residents of Ontario who wish to earn high school diploma credits or to upgrade their basic skills. The majority (about 86 per cent) of ILC students are adults. Other participants include students aged eighteen or under who are enrolled in day schools, and Ontario residents living out of the province. ILC courses, offered in both English and French, fall into three categories: elementary; those leading to a secondary school diploma; and adult basic skills. Slightly more than 100 000 students are enrolled in these programs, mostly at the secondary level.

Literacy and Skills Upgrading

Since 1990, the Ministry of Education has been responsible for a

number of literacy, basic-skills, and employment-access programs.

Ontario Basic Skills Program

The Ontario Basic Skills program provides a broad range of training in literacy, numeracy, science, computers, and workplace adjustment for adults who wish to acquire the basic skills necessary for securing employment and accessing more-advanced skills training. Approximately 14 500 people participated in 1990-91, receiving more than 2.1 million hours of training.

Ontario Basic Skills (OBS) Program, Client Profile, 1990-91

Participants:	14 499	Percentage of Intake
Age:	<25	18%
	25-44	72%
	45+	10%
Gender:	Male	40%
	Female	60%

Ontario Community Literacy Program

Funding is provided through this program to assist the development and delivery of community-based

adult literacy programs for Ontario residents. These programs are offered in English and French. In 1990-91, 185 community organizations provided services to 11 628 individuals.

Ontario Community Literacy Program, Client Profile, 1990-91

Participants:	11 628	Percentage of Intake
Age:	<25	18%
	25-44	53%
	45+	21%
	Unknown	8%
Gender:	Male	52%
	Female	48%

Ontario Basic Skills in the Workplace

This program offers incentive funding to unions and employers or their non-profit delivery agents (such as school boards, colleges, and community groups) to provide basic-skills training in workplace settings.

Through 29 grants to delivery agents, pilot projects were set up to develop and test materials and models and to prepare and test trainers. In addition, training was provided to 580 workers.

Through 32 employer projects funded in 1990-91, training was provided to about 4800 individuals.

Youth Employment Services

Youth Employment Counselling Centres/Services

Youth Employment Counselling Centres/Services are non-profit community agencies that provide a complete range of employment-counselling and work-placement services for employment-disadvantaged youth. In 1990-91, seventy centres were funded across Ontario and more than 31 000 young people participated. More than 75 per cent of clients went on to employment or to education or training programs.

Youth Employment Counselling Centres/Services, Client Profile, 1990-91

Percentage of Intake		
Age:	15-19	53%
	20-24	47%
Gender:	Male	58%
	Female	42%
Education:	<Grade 12	81%

Futures

The Futures program is delivered through the Youth Employment Counselling Centres/Services as well as the province's twenty-three colleges of applied arts and technology (for a total of approximately 130 service locations). This program provides counselling, education upgrading, skills training, and work experience to young people aged sixteen to twenty-four (or up to age twenty-nine, if disabled) who have been unable to secure employment on their own. The program assists them in finding and maintaining a job or in returning to school. In 1990-91, close to 29 000 young people took advantage of the program.

Futures Program, Client Profile, 1990-91

Percentage of Intake		
Age:	15-19	43%
	20-24	57%
Gender:	Male	51%
	Female	49%
Education:	<Grade 12	81%

Ontario Youth/Training Hotlines

The hotlines provide, toll-free, a single point of contact for information on all youth programs and training programs in the province. More than 52 000 callers received information and referral services through the hotlines during 1990-91. The majority of callers sought information on employment opportunities or training programs. Approximately 14 per cent of the callers were employers.

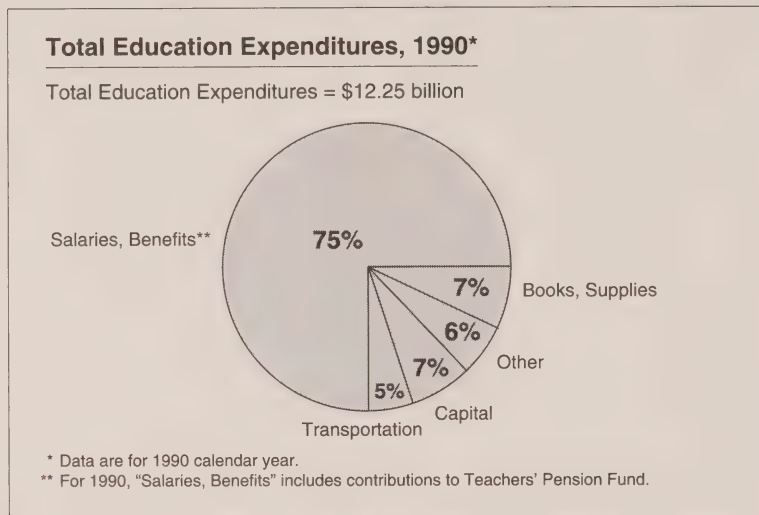
The Financing of Elementary and Secondary Education

In Ontario, the responsibility for financing elementary and secondary education is shared by the province and local school boards.

School boards determine their own budgets and raise their share of costs from local revenue sources. The province approves a certain level of expenditure for each board and provides a grant to the board in support of this amount. School boards may raise additional tax revenues to finance spending beyond the provincially recognized expenditure level.

The Ministry of Education is currently undertaking a comprehensive review of the existing funding model. A new system for funding elementary and secondary education is to be created as a result of this review.

School boards derive most of their revenues from property taxation. On average, residential taxation



represents 59 per cent of a board's total tax revenues, and non-residential taxation accounts for the other 41 per cent.

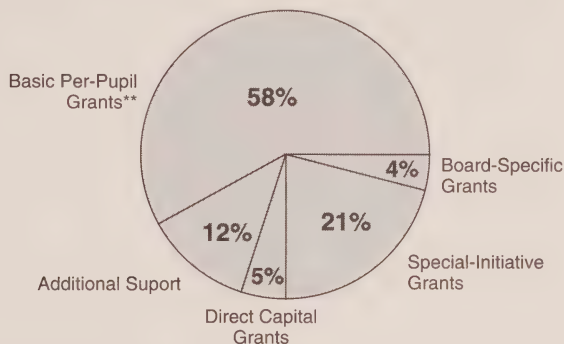
Education Expenditures

In 1990, the total expenditure on education by the province and local school boards was approximately \$12.25 billion.

Salaries, wages, benefits, and Teachers' Pension Fund contributions represented the largest component of education spending, totalling approximately \$9.2 billion in 1990. Teachers' salaries accounted for about \$7.8 billion, and contributions to the Teachers' Pension Fund totalled roughly \$0.6 billion.

Provincial Support to Education, 1990*

Total Provincial Support = \$5.34 billion



* Data are for 1990 calendar year.

** Including grants for exceptional students and trainable-retarded students.

Other expenditures included:

- \$617 million for pupil transportation;
- \$920 million for books, fuel, and other supplies;
- \$858 million for capital expenditures, such as the construction of new schools or the renovation of existing facilities;

- \$686 million for expenditures such as building and site rentals, contract services, computer purchases, and furniture and equipment replacements.

Provincial Grants

In 1990, total provincial support to school boards in Ontario amounted to \$5.3 billion. These payments to school boards, which are allocated

from the province's consolidated revenue fund, enable boards to provide a base level of education service to their students, as well as to implement new provincial initiatives.

Transfers in the amount of \$4.7 billion were allocated under four main categories of the General Legislative Grant (GLG) program, as outlined below. Contributions to the Teachers' Pension Fund, together with funding for other education programs, accounted for the remaining \$0.6 billion.

1. The basic per-pupil block grant is the largest component of the GLG. These grants, which totalled \$3.105 billion in 1990, are paid to all school boards for the provision of a base level of education service.
2. Because of differences in social, economic, and geographic conditions, the cost of providing education programs can vary significantly among school boards across the province. In an attempt to equalize this

situation, the province extends board-specific grants to school boards hindered by conditions that are essentially beyond their control. In 1990, these grants totalled \$199 million.

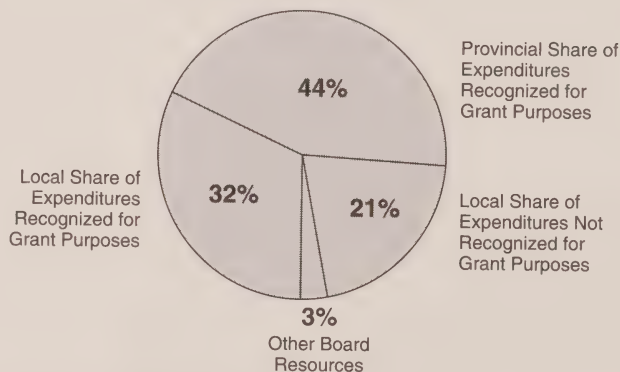
3. Special-initiative grants are provided to encourage school boards to implement or extend services and programs that respond to government priorities or local needs. In 1990, a total of \$1.138 billion was provided within this category, subsidizing new initiatives such as the reduction of class size in Grades 1 and 2 and the purchase of textbooks and other learning materials.
4. In 1990, school boards received \$259 million in capital grants. These grants are intended to assist boards in their financing of capital projects, such as the construction of new schools (including child-care centres) or new additions to existing schools, site purchases, replacement or renovation of existing schools, and the purchase of portable classrooms.

In addition to the funds allocated under these four categories, the province makes other significant financial contributions to the education system. For example, the province funds a wide range of education programs provided in co-operation with participating

boards. These include co-operative education programs, education software acquisition, and information-sharing systems among school boards. In 1990, \$36.9 million was allocated to such programs.

Cost-Sharing Arrangement, 1990*

Total Education Expenditures = \$12.25 billion



* Data are for 1990 calendar year.

Private Schools

Private schools in Ontario also provide elementary and secondary education. These schools are independently operated and do not receive funding from the province or from municipalities.

As of September 30, 1990, there were 496 private schools in the province. These schools were of three main types: elementary; secondary; and elementary and secondary combined. Private schools enrolled 49 310 elementary students (73 per cent of the total private-school enrolment) and 18 130 secondary students. Enrolment in private schools represents 3.4 per cent of the total day-school enrolment in Ontario.

Private schools provided education for 1069 Francophone students in three French schools and seven mixed schools.

Private schools employed 4551 full-time teachers and 1744 part-time teachers in 1990-91.

Private School Enrolment by Type of School, 1990-91

Type of School	Number of Schools	Enrolment		
		Male	Female	Total
Elementary	311	16 909	16 060	32 969
Secondary	45	3 954	3 090	7 044
Elementary/Secondary	140	14 491	12 936	27 427
Total	496	35 354	32 086	67 440

Statistical Tables

Data in the following tables have been collected from Ontario's publicly funded school boards and, unless otherwise specified, refer exclusively to the publicly funded education system. Statistics for the 1990-91 school year are as of September 30, 1990, unless otherwise stated.

Table 1. Overview of Publicly Funded Education in Ontario, 1990-91

			Enrolment		
	Boards Operating Schools	Schools	Male	Female	Total
Public elementary	103	2608	436 309	409 093	845 402
Roman Catholic elementary	59	1344	219 517	211 171	430 688
Total Elementary	162	3952	655 826	620 264	1 276 090
Public secondary	81	598	264 766	248 116	512 882
Roman Catholic secondary	41	187	71 444	75 335	146 779
Total Secondary	122	785	336 210	323 451	659 661
Total Elementary and Secondary	163 ^a	4737	992 036	943 715	1 935 751
Other Facilities:					
Provincial Schools		9	490	341	831
Education programs or schools in care, treatment, and correctional facilities	83	351	4 324	1 587	5 911
Grand Total	170 ^a	5097	996 850	945 643	1 942 493

^a Calculation of total avoids duplication of school boards that operate more than one type of school; e.g., 121 school boards operate both elementary and secondary schools, while 1 board operates only a secondary school.

Table 2. Full-Time School and Board Personnel, 1990-91

Occupational Category	Male	Female	Total
Directors of education	116	6	122
Assistant directors of education	24	3	27
Supervisory officers	646	129	775
Subtotal (Administrative Staff)	786	138	924
Consultants/Co-ordinators	844	1 153	1 997
Elementary Schools			
Principals	2 943	903	3 846
Vice-principals	1 173	845	2 018
Unit heads	N/A	N/A	N/A
Classroom teachers	14 040	44 532	59 572
Other teachers (e.g., guidance personnel, librarians)	1 205	4 806	6 011
Secondary Schools			
Principals	626	96	722
Vice-principals	855	281	1 136
Unit heads	5 910	2 738	8 648
Classroom teachers	17 572	13 781	31 353
Other teachers (e.g., guidance personnel, librarians)	846	901	1 747
Subtotal (Teachers in Schools)	45 170	69 883	115 053
Teachers in board offices	798	1 492	2 290
Other non-teaching professional staff (e.g., speech therapists, psychologists)	565	1 596	2 161
Paraprofessionals			
Paid teacher-aides	372	6 218	6 590
Technicians	567	249	816
Other (e.g., chaplains, outdoor-education staff, lifeguards)	143	854	997
Clerical and secretarial	374	11 795	12 169
Other staff on board's payroll (e.g., plant maintenance, transportation)			
Supervisory	1 798	884	2 682
Non-supervisory	14 561	3 578	18 139
Subtotal (Other Staff Employed by Boards)	19 178	26 666	45 844
Grand Total (All Groups)	65 978	97 840	163 818

Table 3. Enrolment in Elementary and Secondary Schools, 1978, 1980, 1985-91^a

Elementary Enrolment by Grade

Public Elementary

Year	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^b	Total
1978	21 064	83 847	91 907	91 333	92 021	89 031	87 648	89 595	95 992	100 241	38 930	881 609
1980	21 927	80 596	86 005	82 653	82 775	86 811	88 648	86 726	86 779	85 790	40 307	829 017
1985	27 956	79 117	82 414	77 588	76 403	75 458	77 365	77 486	80 137	79 900	39 977	773 801
1986	32 987	79 384	84 936	79 415	76 518	75 840	75 458	78 167	79 183	78 357	39 049	779 294
1987	37 154	82 379	85 551	82 204	78 809	76 459	76 182	76 502	79 904	78 098	38 266	791 508
1988	47 574	85 057	88 187	83 428	81 783	78 668	77 201	77 333	78 207	79 241	38 018	814 697
1989	49 641	88 805	90 713	86 458	83 190	82 446	79 706	78 715	79 924	78 715	32 744	831 057
1990	53 013	89 826	93 626	89 335	85 990	83 275	83 074	80 764	80 359	79 771	31 996	851 029
1991 ^c	54 255	90 741	93 703	92 227	88 600	86 267	83 855	83 897	82 275	80 317	30 613	866 750

Roman Catholic Elementary

Year	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^b	Total
1978	23 229	36 822	39 363	39 819	39 951	39 078	38 194	39 110	41 479	43 416	7 924	388 385
1980	26 164	38 184	40 345	38 962	38 740	40 109	40 173	39 431	39 243	38 968	8 818	389 137
1985	30 176	39 939	41 131	39 850	39 814	39 247	39 662	39 272	38 992	38 380	9 908	396 371
1986	30 654	40 117	42 192	40 803	39 895	39 913	39 501	39 674	39 412	38 611	9 312	400 084
1987	31 969	41 252	42 340	42 034	40 774	39 964	40 084	39 634	39 879	39 035	8 959	405 924
1988	34 626	41 703	43 136	42 288	41 935	40 873	39 993	40 254	39 785	39 744	10 268	414 605
1989	36 654	43 087	43 925	43 587	42 914	42 671	41 806	40 810	41 286	40 400	6 053	423 193
1990	37 596	43 795	45 233	44 255	43 810	43 109	43 013	42 044	41 269	41 310	6 006	431 440
1991 ^c	38 635	43 717	45 137	45 315	44 244	43 594	43 160	43 079	42 166	41 274	5 360	435 681

Total Elementary

Year	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^b	Total
1978	44 293	120 669	131 270	131 152	131 972	128 109	125 842	128 705	137 471	143 657	46 854	1 269 994
1980	48 091	118 780	126 350	121 615	121 515	126 920	128 821	126 157	126 022	124 758	49 125	1 218 154
1985	58 132	119 056	123 545	117 438	116 217	114 705	117 027	116 758	119 129	118 280	49 885	1 170 172
1986	63 641	119 501	127 128	120 218	116 413	115 753	114 959	117 841	118 595	116 968	48 361	1 179 378
1987	69 123	123 631	127 891	124 238	119 583	116 423	116 266	116 136	119 783	117 133	47 225	1 197 432
1988	82 200	126 760	131 323	125 716	123 718	119 541	117 194	117 587	117 992	118 985	48 286	1 229 302
1989	86 295	131 892	134 638	130 045	126 104	125 117	121 512	119 525	121 210	119 115	38 797	1 254 250
1990	90 609	133 621	138 859	133 590	129 800	126 384	126 087	122 808	121 628	121 081	38 002	1 282 469
1991 ^c	92 890	134 458	138 840	137 542	132 844	129 861	127 015	126 976	124 441	121 591	35 973	1 302 431

^a Figures include enrolment in programs for the trainable retarded, in care, treatment, and correctional facilities, and in schools managed by the Ministry of Education.

They are therefore not comparable with the figures published in the 1988-89 edition of *Key Statistics*.

^b Enrolment in special education programs, which are not graded.

^c Figures for 1991 are preliminary.

(continued)

(continued)

Secondary Enrolment by Grade

Public Secondary

Year	Pre-9 ^d	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OACs/Gr.13		Total
1978	4598	155 549	147 741	135 006	116 115	53 193		612 203
1980	2946	135 608	138 620	136 123	119 876	53 648		586 821
1985	1383	122 514	122 116	118 163	113 567	58 723		536 466
1986	914	119 501	118 757	115 638	112 283	60 586		527 679
1987	737	116 075	114 850	115 504	110 828	62 586		520 580
1988	649	116 895	113 300	112 550	119 367	56 400		519 161
1989	1404	116 030	112 168	111 152	112 030	58 228		511 012
					Gr. 12 (No OACs)	Gr. 12 (1-5 OACs)	Gr. 12 (6+ OACs)	
1990	2136	114 013	113 883	112 545	63 495	62 425	44 748	513 245
1991 ^e	1494	114 495	115 575	115 684	67 143	63 920	46 515	524 826

Roman Catholic Secondary

Year	Pre-9 ^d	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OACs/Gr.13		Total
1978 ^a	—	17 222	14 576	—	—	—		31 798
1980 ^a	—	18 212	16 089	—	—	—		34 301
1985 ^f	8	26 086	22 117	18 629	—	—		66 840
1986 ^f	—	26 670	24 436	20 517	17 564	—		89 187
1987 ^f	—	29 017	26 391	23 935	20 668	11 851		111 862
1988	42	31 016	28 444	25 575	24 328	13 370		122 775
1989	115	33 988	31 762	28 505	27 111	15 398		136 879
					Gr. 12 (No OACs)	Gr. 12 (1-5 OACs)	Gr. 12 (6+ OACs)	
1990	131	35 303	34 338	31 435	14 632	18 524	12 416	146 779
1991 ^e	208	36 539	35 344	33 634	16 154	20 713	13 145	155 737

Total Secondary

Year	Pre-9 ^d	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OACs/Gr.13		Total
1978 ^a	4598	172 771	162 317	135 006	116 115	53 193		644 001
1980 ^a	2946	153 820	154 709	136 123	119 876	53 648		621 122
1985 ^f	1391	148 600	144 233	136 792	113 567	58 723		603 306
1986 ^f	914	146 171	143 193	136 155	129 847	60 586		616 866
1987 ^f	737	145 092	141 241	139 439	131 496	74 437		632 442
1988	691	147 911	141 744	138 125	143 695	69 770		641 936
1989	1519	150 018	143 930	139 657	139 141	73 626		647 891
					Gr. 12 (No OACs)	Gr. 12 (1-5 OACs)	Gr. 12 (6+ OACs)	
1990	2267	149 316	148 221	143 980	78 127	80 949	57 164	660 024
1991 ^e	1702	151 034	150 919	149 318	83 297	84 633	59 660	680 563

^d Pre-Grade 9 students are those who enrol, within two years of leaving elementary school, in special secondary school programs that do not lead to credit.

^e Students in Grades 9 and 10 in Roman Catholic schools were funded as elementary students.

^f Data are not comparable with those of previous years due to the gradual extension of public funding to Roman Catholic schools from 1985 to 1987.

Table 4. Enrolment of Exceptional Students, 1990-91^a

Elementary	Special Education Classes				Regular Classes						Classes in Care, Treatment, and Correctional Facilities	Total
	Fully Self-contained ^b		Partially Integrated ^c		Withdrawal Assistance ^d		Resource Assistance ^e		Indirect Services ^f			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Program Area of Exceptionality												
Behavioural Exceptionalities												
Socially maladjusted–emotionally disturbed	1 412	171	1 001	156	1 001	184	966	193	535	101	3260	8 980
Communication Exceptionalities												
Autistic	201	48	182	64	333	144	227	94	61	22	86	1 462
Hearing impaired	254	237	134	125	201	207	134	107	139	116	12	1 666
Learning disabled	4 304	1745	6 416	2405	12 802	6 181	7 081	3424	1120	485	378	46 341
Speech and language impaired	786	319	915	408	2 115	1 099	865	480	327	162	64	7 540
Intellectual Exceptionalities												
Gifted	2 850	1907	649	412	4 792	4 697	1 496	1253	592	541	8	19 197
Educable retarded	1 846	1418	1 195	912	1 001	729	400	316	127	110	12	8 066
Trainable retarded	2 045	1408	411	269	85	68	84	69	37	32	35	4 543
Physical Exceptionalities												
Visually impaired	46	41	10	11	67	43	92	68	70	44	162	654
Orthopaedic or other	47	40	50	37	113	94	160	153	137	119	86	1 036
Multiple Exceptionalities												
Multihandicapped	843	541	418	250	394	178	392	164	94	59	567	3 900
Total	14 634	7875	11 381	5049	22 904	13 624	11 897	6321	3239	1791	4670	103 385

^a Figures include 694 students in Provincial Schools for the deaf, blind, and deaf-blind and 110 students in Demonstration Schools.

^b Exceptional students attend a self-contained special education class for the entire school day.

^c Exceptional students are enrolled in a self-contained class and are also integrated into a regular class for at least one instructional period daily.

^d Exceptional students are enrolled in a regular class and receive instruction outside the classroom by a qualified special education teacher for part of the school day.

^e Exceptional students are enrolled in a regular class and receive direct specialized instruction, individually or in small groups, by a special education teacher within the regular classroom.

^f Exceptional students are enrolled in a regular class where the board provides specialized consultative services to the classroom teacher only.

(continued)

(continued)

Secondary	Special Education Classes				Regular Classes						Total
	Fully Self-contained ^b		Partially Integrated ^c		Withdrawal Assistance ^d		Resource Assistance ^e		Indirect Services ^f		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Program Area of Exceptionality											
Behavioural Exceptionalities											
Socially maladjusted—emotionally disturbed	302	112	449	131	988	330	586	165	420	108	3 591
Communication Exceptionalities											
Autistic	43	18	53	19	185	116	104	51	102	16	707
Hearing impaired	111	105	44	57	90	66	115	65	82	91	826
Learning disabled	975	516	1534	542	8 574	3577	5022	2078	2722	1185	26 725
Speech and language impaired	16	7	79	27	253	115	346	163	136	98	1 240
Intellectual Exceptionalities											
Gifted	1136	906	1492	1166	1 859	1670	1510	1327	1612	1273	13 951
Educable retarded	1819	1017	554	371	806	559	1068	723	593	399	7 909
Trainable retarded	574	438	156	135	66	71	52	28	6	3	1 529
Physical Exceptionalities											
Visually impaired	5	59	9	5	51	34	33	29	47	35	307
Orthopaedic or other	27	15	41	26	74	61	53	55	60	32	444
Multiple Exceptionalities											
Multihandicapped	296	160	159	89	257	96	170	82	68	40	1 417
Total	5304	3353	4570	2568	13 203	6695	9059	4766	5848	3280	58 646

Table 5. Enrolment in French-Language Elementary and Secondary Instructional Units, 1978, 1980, 1985-91^a

Elementary Enrolment by Grade (French and Mixed Schools)

Public Elementary

Year	Schools	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^b	Total
1978	17	182	341	323	331	307	280	240	240	231	251	239	2965
1980	36	163	344	429	343	310	336	300	282	240	219	447	3413
1985	38	332	467	540	484	491	462	444	493	426	366	266	4771
1986	39	375	502	560	542	515	515	475	457	500	422	326	5189
1987	39	507	563	601	581	584	551	536	520	485	495	292	5715
1988	43	576	659	662	641	639	612	587	577	558	467	331	6309
1989	48	627	674	717	653	676	689	654	634	604	530	253	6711
1990	47	666	746	735	769	678	708	726	675	661	606	174	7144
1991 ^c	54	732	730	812	785	781	738	776	790	751	703	203	7801

Roman Catholic Elementary

Year	Schools	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^b	Total
1978	285	4713	6455	6855	6903	6599	6521	6319	6397	6895	7694	1445	66 796
1980	282	5120	6618	6781	6384	6392	6600	6359	6237	6050	6002	1342	63 885
1985	287	5703	6717	6812	6378	6327	6230	6193	6041	5752	5625	1680	63 458
1986	286	5646	6822	6821	6673	6290	6222	6145	6082	5856	5474	1656	63 687
1987	287	5656	6835	6826	6665	6485	6172	6085	6009	5943	5613	1556	63 845
1988	288	6201	6496	6780	6612	6441	6374	6023	5926	5830	5735	1479	63 897
1989	277	6362	6603	6527	6530	6463	6329	6227	5900	5845	5638	1085	63 509
1990	283	6143	6751	6653	6352	6436	6389	6246	6075	5718	5581	1139	63 483
1991 ^c	286	5857	6385	6563	6374	6090	6190	6126	6004	5823	5441	1136	61 989

Total Elementary

Year	Schools	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^b	Total
1978	302	4895	6796	7178	7234	6906	6801	6559	6637	7126	7945	1684	69 761
1980	318	5283	6962	7210	6727	6702	6936	6659	6519	6290	6221	1789	67 298
1985	325	6035	7184	7352	6862	6818	6692	6637	6534	6178	5991	1946	68 229
1986	325	6021	7324	7381	7215	6805	6737	6620	6539	6356	5896	1982	68 876
1987	326	6163	7398	7427	7246	7069	6723	6621	6529	6428	6108	1848	69 560
1988	331	6777	7155	7442	7253	7080	6986	6610	6503	6388	6202	1810	70 206
1989	325	6989	7277	7244	7183	7139	7018	6881	6534	6449	6168	1338	70 220
1990	330	6809	7497	7388	7121	7114	7097	6972	6750	6379	6187	1313	70 627
1991 ^c	340	6589	7115	7375	7159	6871	6928	6902	6794	6574	6144	1339	69 790

^a Figures include enrolment in programs for the trainable retarded, in care, treatment, and correctional facilities, and in schools managed by the Ministry of Education.

They are therefore not comparable with the figures published in the 1988-89 edition of *Key Statistics*.

^b Enrolment in special education programs, which are not graded.

^c Figures for 1991 are preliminary.

(continued)

(continued)

Secondary Enrolment by Grade (French and Mixed Schools)

Public Secondary

Year	Pre-9 ^d	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OACs/Gr.13		Total
1978	213	7869	7767	6943	5921	1807		30 520
1980	63	6070	7066	6853	6098	1851		28 001
1985	48	5264	5201	5211	4865	1786		22 375
1986	—	4910	5164	5048	4989	1965		22 076
1987	—	3974	3975	4271	4073	1819		18 112
1988	6	3561	3531	3721	3961	1512		16 292
1989	5	2231	2398	2265	2544	938		10 381
					Gr. 12 (No OACs)	Gr. 12 (1–5 OACs)	Gr. 12 (6+ OACs)	
1990	3	1707	1860	1810	1441	987	727	8 535
1991 ^e	—	1606	1708	1852	1514	1049	632	8 361

Roman Catholic Secondary

Year	Pre-9 ^d	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OACs/Gr.13		Total
1978 *	—	525	291	—	—	—		816
1980 *	—	543	415	—	—	—		958
1985 ^f	—	943	585	374	—	—		1 902
1986 ^f	—	948	772	472	318	—		2 510
1987 ^f	—	1955	1731	1559	1369	570		7 184
1988	—	2377	2134	1896	1868	796		9 071
1989	5	3723	3537	3214	3295	1372		15 146
					Gr. 12 (No OACs)	Gr. 12 (1–5 OACs)	Gr. 12 (6+ OACs)	
1990	3	4120	4289	4035	2799	1552	1140	17 938
1991 ^e	19	4265	4200	4220	2893	1857	1228	18 682

Total Secondary

Year	Pre-9 ^d	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OACs/Gr.13		Total
1978 *	213	8394	8058	6943	5921	1807		31 336
1980 *	63	6613	7481	6853	6098	1851		28 959
1985 ^f	48	6207	5786	5585	4865	1786		24 277
1986 ^f	—	5858	5936	5520	5307	1965		24 586
1987 ^f	—	5929	5706	5830	5442	2389		25 296
1988	6	5938	5665	5617	5829	2308		25 363
1989	10	5954	5935	5479	5839	2310		25 527
					Gr. 12 (No OACs)	Gr. 12 (1–5 OACs)	Gr. 12 (6+ OACs)	
1990	6	5827	6149	5845	4240	2539	1867	26 473
1991 ^e	19	5871	5908	6072	4407	2906	1860	27 043

^d Pre-Grade 9 students are those who enrol, within two years of leaving elementary school, in special secondary school programs that do not lead to credit.

^e Students in Grades 9 and 10 in Roman Catholic schools were funded as elementary students.

^f Data are not comparable with those of previous years due to the gradual extension of public funding to Roman Catholic schools from 1985 to 1987.

Table 6. Secondary School Graduation Diplomas, Selected Years

	1965-66	1975-76	1988-89 ^a	1989-90 ^a
Number of Graduates:				
Publicly funded system	56 123	90 891	95 467	97 979
Private schools	6 407	7 478	4 006	4 999
Total	62 530	98 369	99 473	102 978
Number of Graduates With University Entrance Prerequisites	28 555	42 223	49 909	54 232

^a In 1988, a major transition took place, from the issuance of two diplomas (for Grades 12 and 13) to that of a single graduation diploma (the Ontario Secondary School Diploma). The 1988-90 data are not comparable with those of previous years due to consequent changes in diploma requirements. Figures for 1989-90 have been revised.

Table 7. Full-Time Teachers, 1990-91

	Elementary						Secondary					
	Public		Roman Catholic		Total		Public		Roman Catholic		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Number of teachers	14 010	34 552	5 351	17 534	19 361	52 086	20 722	13 385	5 087	4 412	25 809	17 797
Age (median)	43	41	41	40	42	41	45	41	39	36	44	40
Total teaching experience (median)	19	13	16	13	18	13	20	13	13	9	18	12
Salary (median) (\$)	57 100	47 188	54 556	44 745	56 390	46 105	58 882	54 173	54 587	49 164	58 212	53 010
Percentage of degree holders (%)	90	72	92	69	91	71	90	96	95	97	91	96

Table 8. English-speaking Elementary and Secondary School Students Enrolled in French As a Second Language, 1988-89 to 1991-92^a

Grade	1988-89			1989-90			1990-91			1991-92 ^b		
	English-speaking Students	Enrolment in FSL	%	English-speaking Students	Enrolment in FSL	%	English-speaking Students	Enrolment in FSL	%	English-speaking Students	Enrolment in FSL	%
JK	75 366	10 181	13.5	79 247	11 063	14.0	83 729	10 961	13.1	86 234	11 890	13.8
K	119 539	27 625	23.1	124 546	27 516	22.1	126 074	27 454	21.8	127 270	27 548	21.6
1	123 856	68 092	55.0	127 355	73 451	57.7	131 446	75 768	57.6	131 410	77 321	58.8
2	118 426	59 042	49.9	122 838	68 775	56.0	126 441	73 448	58.1	130 358	76 801	58.9
3	116 603	71 701	61.5	118 938	72 868	61.3	122 656	77 037	62.8	125 943	82 550	65.5
4	112 510	112 215	99.7	118 060	117 711	99.7	119 252	118 760	99.6	122 890	122 529	99.7
5	110 543	110 142	99.6	114 585	114 119	99.6	119 078	118 571	99.6	120 082	119 741	99.7
6	111 063	110 636	99.6	112 945	112 433	99.5	116 001	115 524	99.6	120 141	119 691	99.6
7	111 557	110 733	99.3	114 744	113 728	99.1	115 199	114 348	99.3	117 831	117 024	99.3
8	112 752	111 955	99.3	112 906	111 772	99.0	114 875	113 742	99.0	115 388	114 360	99.1
Total (1-8)	917 310	754 516	82.3	942 371	784 857	83.3	964 948	807 198	83.7	984 043	830 017	84.3
Ungraded ^c	34 509	19 748	57.2	29 526	13 960	47.3	31 013	13 116	42.3	28 949	12 276	42.4
Total (JK-8), incl. Ungraded^c	1 146 724	812 070	70.8	1 175 690	837 396	71.2	1 205 764	858 729	71.2	1 226 496	881 731	71.9
9	141 880	112 143	79.0	144 015	113 620	78.9	143 428	112 216	78.2	145 128	113 216	78.0
10	136 060	59 555	43.8	137 926	59 021	42.8	142 017	57 707	40.6	144 936	53 682	37.0
11	132 443	39 010	29.5	134 137	38 422	28.6	138 055	36 759	26.6	143 192	34 438	24.1
12	137 616	23 918	17.4	133 170	21 372	16.0	N/A	17 661	N/A	N/A	N/A	N/A
12/OAC	67 508	10 897	16.1	71 308	10 874	15.2	N/A	12 483	N/A	N/A	N/A	N/A
Total (12 and 12/OAC)	205 124	34 815	17.0	204 478	32 246	15.8	207 463	30 144	14.5	218 265	27 453	12.6
Total (9-12/OAC)^d	615 507	245 523	39.9	620 556	243 309	39.2	630 963	236 826	37.5	651 521	228 789	35.1
Grand Total	1 762 231	1 057 593	60.0	1 796 246	1 080 705	60.2	1 836 727	1 095 555	59.6	1 878 017	1 110 520	59.1

^a Figures include students taking sixty or more hours of French per year; they do not include students in special settings, such as care, treatment, and correctional facilities.

^b Figures for 1991-92 are preliminary.

^c Enrolment in special education programs, which are not graded.

^d Pre-Grade 9 students are excluded.

Table 9. Continuing Education Provided by School Boards, 1989-90^a

Type of Course	October 31, 1989		September 1, 1989 - June 30, 1990		Summer 1990	
	English	French	English	French	English	French
Secondary school credit courses						
Grades 9 and 10	16 776	6 108	35 266	9 972	45 641	3739
Grades 11 and 12	24 148	1 531	54 581	2 757	28 859	631
OAC	13 821	53	40 655	233	17 594	134
Non-classroom correspondence courses or self-study	9 036	716	30 779	1 967	2 640	26
Adult basic literacy and numeracy ^b	15 352	474	38 163	1 212	6 427	5
English or French as a second language	50 226	253	119 473	654	35 903	0
Citizenship and official national languages classes	3 132	79	5 263	220	1 616	0
Driver education	11 649	422	29 532	1 060	2 181	18
Non-credit courses (other) ^c	169 247	2 403	361 866	5 075	92 212	1306
Total	313 387	12 039	715 578	23 150	233 073	5859

^a Figures exclude enrolment in the regular day-school program.

^b These are courses in English, mathematics, and science designed to help students reach a Grade 8 level of competency.

^c These are general-interest courses.

Table 10. The Financing of Elementary and Secondary Education, 1990^a

	Elementary	Secondary	Total
Revenues (\$ billions)			
Property taxes (local taxation)	3.603	2.892	6.495
Provincial grants	3.407	1.929	5.336
Other revenues	0.216	0.205	0.421
Total	7.226	5.026	12.252
Expenditures (\$ billions)			
Operating	6.365	4.394	10.759
Other support ^b	0.377	0.258	0.635
Capital	0.484	0.374	0.858
Total	7.226	5.026	12.252

^a Data in this table reflect the 1990 calendar year.

^b Figures include contributions to the Teachers' Pension Fund.



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Key Statistics

Elementary and Secondary Education in Ontario

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**Key
Statistics**

1991/92

**Elementary
and Secondary
Education in
Ontario**

Ontario Ministry of
Education and Training

Cette publication est également offerte en français sous le titre suivant :
Statistiques principales : L'éducation à l'élémentaire et au secondaire en Ontario.

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Introduction

The Ministry of Education and Training comprises the former Ministries of Education, of Colleges and Universities, and of Skills Development. It is responsible for elementary, secondary, and postsecondary education and skills training.

Key Statistics: Elementary and Secondary Education in Ontario is a publication that highlights statistical information based primarily on data collected annually from Ontario schools and school boards. It is available in both English and French. This fourth issue highlights information based on data collected in 1991-92.

Key Statistics begins with a broad overview of elementary and secondary education in the province, and then provides more-detailed information on school boards, students, teachers, and the financing of elementary and secondary education. It also gives information on selected programs of the Ministry of Education and Training, including literacy programs for adults and youth employment services. A section on private schools and a compilation of statistical tables are included as well.

Additional statistical information, including the most current data, is available from the Ministry of Education and Training at the following address:

**Ministry of Education and Training
Statistical Services Section
Policy Analysis and Research Branch
Mowat Block, 15th Floor
900 Bay Street
Toronto, Ontario
M7A 1L2**

Telephone: (416) 325-2693

An Overview of Elementary and Secondary Education in Ontario

Students and Schools

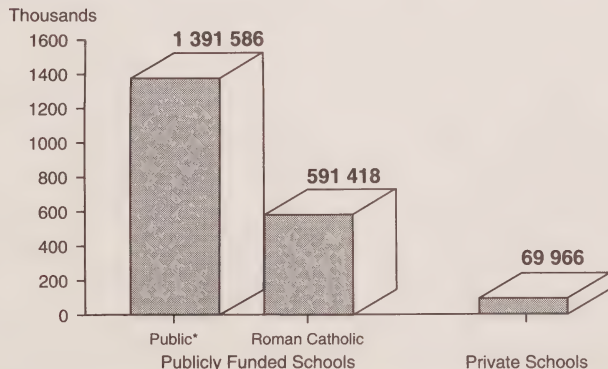
In 1991-92, approximately 1.98 million students attended publicly funded day schools in Ontario. (Public funding supports both public and Roman Catholic schools.) Also in the 1991-92 school year, private elementary and secondary schools enrolled 69 966 students.

Even though education is not compulsory until a child reaches the age of six, most five-year-olds and 77 per cent of all four-year-olds currently attend either Kindergarten or Junior Kindergarten. Legally, students may leave school at the age of sixteen, but the vast majority (approximately 84 per cent) of sixteen- to eighteen-year-olds have chosen to continue their education at the secondary level.

There are 5140 publicly funded schools and 511 private schools in Ontario in the following two panels:

- Elementary, which provides programs for children from Junior Kindergarten to Grade 8;
- Secondary, which offers programs for students enrolled in Grades 9 to 12/OAC.¹

Enrolment in Ontario Schools, 1991-92



* Includes schools operated by the Ministry of Education and Training, with an enrolment of 877 students in 1991-92.

¹ Students intending to proceed to university and other postsecondary programs must acquire a specified number of OAC (Ontario Academic Course) credits in secondary school.

Adult and Continuing Education

In recent years, increasing numbers of adults have been returning to school as regular students. The number of adults in day school more than quadrupled between the 1980-81 and the 1991-92 school years, rising from 19 360 to 85 706.

In addition, increasing numbers of students are enrolled in credit courses offered by school boards through continuing-education programs. Continuing-education courses are generally offered in the evening and during the summer. Ontario residents can also take credit courses through the Ministry of Education and Training's Independent Learning Centre.

Other Learning Programs and Services

The Ministry of Education and Training makes available, or supports financially, a range of other learning opportunities, including the following:

- literacy programs for adults;
- a range of other basic-skills-upgrading and transition-to-work programs.
- programs operated by school boards in government-approved care, treatment, and correctional facilities, such as programs for young offenders and children's mental health centres;
- schools for blind and/or deaf students and Demonstration Schools for students with severe learning disabilities, which also offer professional development opportunities for teachers and serve as resource centres for school boards;

Adults in Secondary Day School

Age	1980-81		1990-91*		1991-92	
	Male (%)**	Female (%)**	Male (%)**	Female (%)**	Male (%)**	Female (%)**
19-21	9 421 (3.1)	4 979 (1.8)	23 270 (6.9)	14 196 (4.4)	27 594 (7.9)	16 266 (4.9)
22 and older	1 441 (0.5)	3 519 (1.2)	10 998 (3.3)	21 908 (6.8)	15 432 (4.4)	26 414 (8.0)
Total	10 862 (3.6)	8 498 (3.0)	34 268 (10.2)	36 104 (11.2)	43 026 (12.3)	42 680 (12.9)

* Figures for 1990-91 have been revised.

** Percentage of total secondary school enrolment.

Ontario's Publicly Funded Education System

School Boards

Education in Ontario is a responsibility shared by the Ministry of Education and Training and local school boards, most of which are elected bodies. School boards are responsible for the development and delivery of curricula and programs based on provincial policies, legislation, and guidelines. They determine the resources they need to carry out their responsibilities, set their own annual budgets, and raise their share of expenditures through property taxes within their local jurisdictions. The province provides grants to school boards to ensure that all boards have equitable resources for the provision of a base level of education programs and services. Through its six regional offices, the Ministry of Education and Training works closely with local school boards to

monitor the implementation of policies and programs.

There are two types of publicly funded school boards in Ontario: public and Roman Catholic. In 1991-92, three of the school boards in the province were French-language boards.

Public School Boards

In 1991-92, Ontario's 107 public school boards operated nearly 3000 elementary schools (317 of which were in care, treatment, and correctional centres) and 600 secondary schools. As part of their elementary programs for 1991-92, the public school boards operated 43 French-language schools and 10 mixed schools (those that offer both English- and French-language instruction within a single school). Of the secondary schools, 18 were French-language and 17 were mixed.

Roman Catholic School Boards

During the same period, 59 Roman Catholic school boards operated nearly 1400 elementary schools (50 of which were in care, treatment, and correctional centres) and 192 secondary schools. In the elementary program, there were 282 French-language schools and 4 mixed schools; in the secondary program, there were 39 French-language schools and 7 mixed schools.

Students

Elementary and Secondary Enrolment

In 1991-92, 1 302 441 students were enrolled in elementary schools. Approximately 861 300 (66 per cent) attended public schools, while about 435 000 (34 per cent) were enrolled in Roman Catholic schools. Approximately 5700 students attended classes in care, treatment, and correctional facilities, and 518 were enrolled in schools operated by the Ministry of Education and Training.

In 1981-82, Junior Kindergarten was available in 40 per cent of Ontario's schools, and approximately 48 000 students attended. By 1987, 57 per cent of schools offered the program and more than 69 000 students were enrolled. In 1991-92, 135 school boards (85 per cent) offered Junior Kindergarten classes, which were attended by 92 890 children.

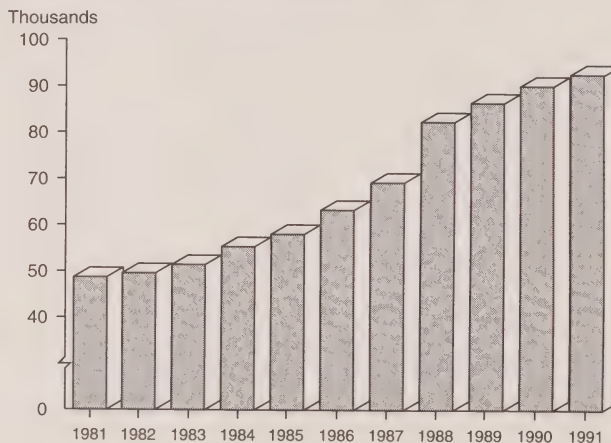
attended Kindergarten the year before.

In 1988, the Ministry of Education and Training introduced an initiative to reduce the average class size in Grades 1 and 2 to twenty students. Class size in Grade 1 decreased from

an average of 24 in 1987 to an average of 20.1 in 1991 and, in Grade 2, from an average of 25 in 1987 to an average of 20.7 in 1991.

Approximately 680 500 students were enrolled in Ontario secondary schools in 1991-92. Of this number,

Enrolment in Junior Kindergarten, 1981-91



Most children in Ontario attend Kindergarten. Approximately 96 per cent of Grade 1 students in 1991

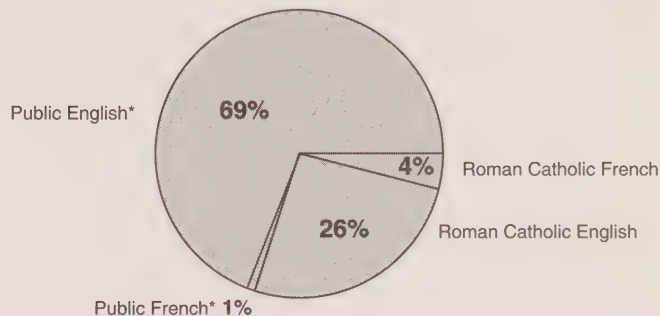
roughly 524 500 (77 per cent) attended public schools, approximately 155 700 (23 per cent) attended Roman Catholic schools, and 359 attended schools operated by the Ministry of Education and Training.

In 1991-92, 6728 status Indian students from reserves were enrolled in Ontario's elementary and secondary schools. This figure does not include Native students attending federally supported schools or schools operated by the First Nations.

In 1991-92, 1 886 171 elementary and secondary students were enrolled in schools or units in which English is the language of instruction, and 96 833 students were enrolled in schools or units in which French is the language of instruction.

Enrolment by Language of Instructional Unit, 1991-92

Total Elementary and Secondary Enrolment: 1 983 004 Students



* Includes schools operated by the Ministry of Education and Training.

Enrolment Trends and Projections

In 1991-92, elementary school enrolment increased by 1.6 per cent and secondary school enrolment increased by 3.1 per cent. Further growth is projected over the next five years.

Several factors have contributed to this upward trend, including an increase in the number of births per year, together with the previously noted increase in Junior Kindergarten and Kindergarten enrolments. Immigration, interprovincial migration, and increases in the number of

students staying in school and in the number of adults returning to school have also contributed to growing enrolments.

Births

The number of births annually in Ontario has risen every year since 1982, with the highest annual increase since 1957 being recorded in 1989. In 1991, 151 478 births were recorded in Ontario.

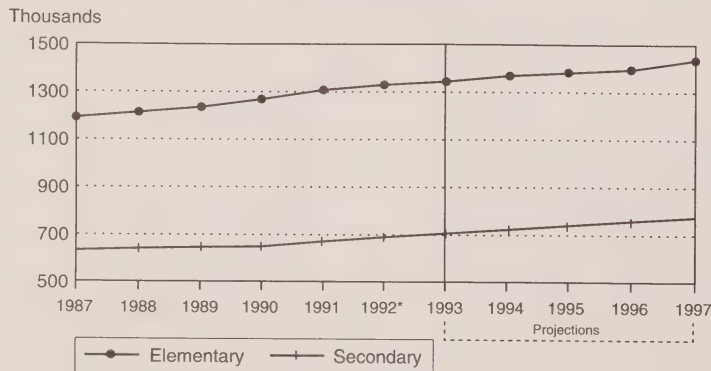
Immigration

Total immigration to Canada rose from 192 000 in 1989 to 230 781 in 1991. In each of these years, over half of all immigrants settled in Ontario – most of them in the large cities. Approximately 18 per cent of these new arrivals to Ontario were between four and seventeen years old, and about 57 per cent of them spoke neither English nor French.

Interprovincial Migration

Beginning in 1982-83, the number of school-aged children moving into Ontario exceeded the number leaving the province for other provinces,

Elementary and Secondary School Enrolment, 1987-92, and Enrolment Projections, 1993-97



resulting in a net gain in the number of school-aged children in Ontario. This trend continued until 1988-89, when the number of children who left Ontario for other provinces and territories exceeded the number of children who came into the province, although the losses are decreasing.

Student Retention and Transition

Another factor contributing to recent increases in enrolment is the

number of students staying in school beyond the age of sixteen. In 1975, only 73 per cent of the province's seventeen-year-olds and 35 per cent of its eighteen-year-olds were still in school. By 1991, 91 per cent of seventeen-year-olds and 64 per cent of eighteen-year-olds were in school.

Although the majority of students stay in school to graduation, some

leave, for shorter or longer periods of time. In recent years, an average of 8 per cent of students aged sixteen to eighteen have left school each year without a diploma. But many of these students return to complete diploma requirements or to add to their qualifications.

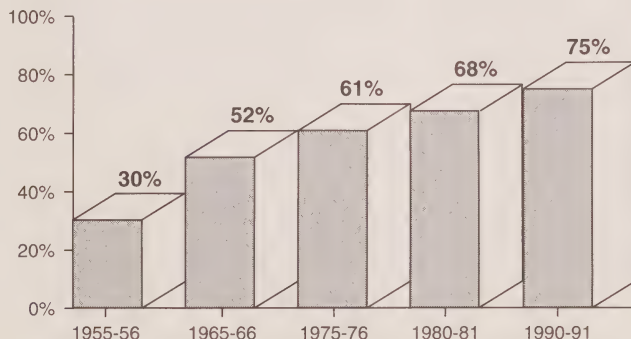
Since 1980, the number of students re-entering day school has more than doubled. Between 1980-81 and 1988-89, the proportion of the total secondary school enrolment represented by students returning to school rose from 3 per cent to 8 per cent. Many of these students were adults.

Progress of Students

Over the last forty years, the secondary school graduation rate (the number of graduates expressed as a percentage of the province's eighteen-year-old population) has also been increasing. In 1990-91, the graduation rate was approximately 75 per cent, compared with only 30 per cent in 1956 and 61 per cent in 1976.

Secondary School Graduation Rate, 1956-91

Graduates* As Percentage of 18-Year-Old Population



* Includes graduates from private schools.

Over the same time period, the percentage of the student population that does not graduate has been decreasing. In the 1960s, approximately 50 per cent of students did not complete secondary school.

That rate decreased to 40 per cent in the 1970s, and to 30 per cent in the 1980s. The current rate is estimated at approximately 25 per cent.

Students take various lengths of time to graduate. In 1990-91, at the time of graduation,

- approximately 4 per cent of graduates were seventeen years of age or younger;

- 37 per cent were eighteen years old;
- the highest percentage of graduates – 41 per cent – were nineteen years old.

In the 1990-91 school year, 56 388 Ontario secondary school students obtained the necessary prerequisites to enter university. Of that number, 34 546 earned those credits at the time of graduation in 1991.

The other 21 842 were graduates of earlier years who returned to school to complete their OAC requirements in 1990-91. In most years, the majority of graduates with the

necessary prerequisites enrol at Ontario universities (as did approximately 70 per cent of the eligible graduates in 1990-91).

Many graduates enrol in Colleges of Applied Arts and Technology (CAATs). In the fall of 1991, 21 189 Ontario students entered colleges after graduation.

Postsecondary Enrolment of Secondary School Graduates,* 1985-91

	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91
Graduates With University Entrance Prerequisites	44 809	43 766	47 105	48 699	49 909	54 232	56 388
First-Year University Registrants (as a percentage of above)	30 767 (68.7%)	31 407 (71.8%)	33 685 (71.5%)	36 762 (75.5%)	39 046 (78.2%)	39 311 (72.5%)	39 704 *** (70.4%)
First-Year CAAT Registrants**	23 934	23 487	23 278	21 166	22 296	21 750	21 189

* Includes graduates from private schools.

** With and without university entrance prerequisites.

*** Figures are estimated.

Teachers

In 1991-92, 118 765 full-time teachers were employed in publicly funded schools in Ontario. Of this total,

- 79 per cent were classroom teachers;
- 7 per cent were principals and vice-principals;
- 7 per cent were unit heads;
- 7 per cent were teachers with other duties, such as guidance teachers and teacher-librarians.

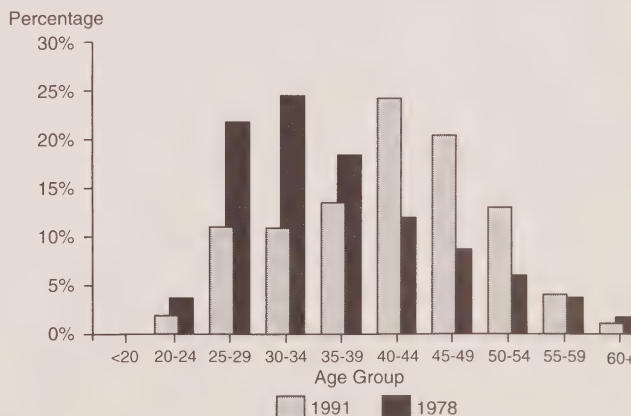
Slightly more than 5 per cent of all full-time teachers were employed in French-language schools and in French-language units of mixed schools.

Age

Since the 1970s, the median age of Ontario's teachers has been increasing, a consequence of the numerous hirings of teachers that occurred during the early 1970s when enrolments were high. In subsequent years, fewer teachers were hired. As a result, in 1978-79, the median age of full-time teachers

was 34.6, but by 1990-91, it had risen to 41.6. In 1991-92, the increase in the median age was small – a mere 0.5 percentage points. This plateauing of the median age is the result of an increased number of retirements in recent years and a consequent increase in the hiring of younger teachers.

Age Distribution of Full-Time Teachers, 1978 and 1991



Education and Experience

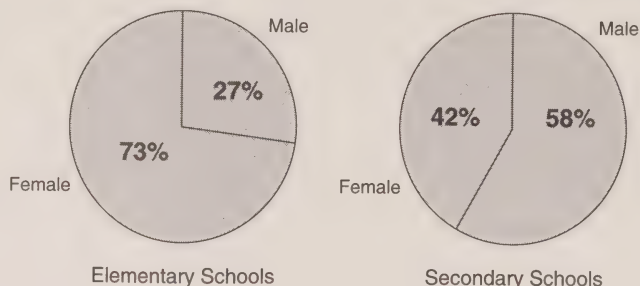
In 1991-92,

- 78 per cent of elementary school teachers and 93 per cent of secondary school teachers were university graduates. Approximately 14 per cent of degree holders also held a graduate degree;
- during the 1990-91 school year and in the summer, Ontario teachers completed 29 438 courses to acquire additional qualifications;
- about half of full-time teachers had more than fifteen years' teaching experience.

Gender Composition

In 1991-92, 73 per cent of the province's 73 695 full-time elementary school teachers were women. Excluding elementary school principals, vice-principals, and unit heads, the province employed 67 595 full-time teachers; 77 per cent of them were women.

Gender Distribution of Full-Time Teachers, 1991-92



At the secondary level, of the 45 070 full-time teachers, 42 per cent were women. In recent years, the percentage of female teachers at the secondary school level has been increasing. In 1980-81, for instance, only 30 per cent of secondary school teachers were women; by 1991-92, that figure had grown to 42 per cent. Excluding secondary school principals, vice-principals, and unit heads, 45 per cent of the

34 234 full-time teachers were women.

Although the number of women employed as school administrators (principals and vice-principals) has increased in recent years, women are not yet represented proportionately in these areas. A majority of the administrative positions in both

elementary and secondary schools are still held by men. In 1991-92,

- 26.4 per cent of principals and 43.6 per cent of vice-principals in elementary schools were women, whereas 73 per cent of full-time teachers were women;
- 15.3 per cent of principals and 27.4 per cent of vice-principals in secondary schools were women, whereas 42 per cent of full-time teachers were women.

The number of women eligible for administrative positions is increasing. Between 1980 and 1992, 5217 female teachers obtained a principal's certificate and 702 obtained a supervisory officer's certificate. In 1991-92, however, only 6 per cent of directors and assistant directors were women.

Selected Programs

French As a Second Language

All Ontario students whose first language is not French must begin to study French no later than in Grade 4 and must accumulate at least 600 hours of French by the time they complete Grade 8. A number of school boards, however, start the program as early as Junior Kindergarten. In 1991-92, 59 per cent of all Grade 1 students participated in French-as-a-second-language programs, as did 59 per cent of all Grade 2 students and 66 per cent of all Grade 3 students.

Heritage Languages

Heritage-language classes provide students with the opportunity to acquire, maintain, or improve language skills in a variety of languages other than English and French. Over the last decade, the Heritage Languages Program has grown significantly. In 1978-79, approximately

67 000 elementary school students participated in the program, which offered courses in 41 languages. By 1991-92, the program involved 117 304 elementary school students, compared with 114 227 in 1990-91 (this figure has been revised), and instruction was provided in 62 languages.

Programs for Exceptional Students

All school boards in Ontario must ensure that special education is provided for exceptional students, such as gifted students or students with physical or other disabilities. In 1991-92, about 105 500 elementary school students and slightly more than 63 750 secondary school students participated in special education programs or benefited directly or indirectly from special education services.

Exceptional students are enrolled in both regular classes and special education classes.

In 1991-92, 65 per cent of exceptional students were enrolled in regular classes and 32 per cent were enrolled in special education classes (16.3 per cent attended special education classes all day, while 16.1 per cent spent at least one instructional period per day in a regular class). The remaining 3 per cent were in care, treatment, or correctional facilities.

Independent Learning

The Independent Learning Centre (ILC) provides distance education programs, primarily by mail, to residents of Ontario who wish to earn high school diploma credits or to upgrade their basic skills. The majority (about 86 per cent) of ILC students are adults. Other participants include students aged eighteen or under who are enrolled in

day schools, and Ontario residents living out of the province. ILC courses, offered in both English and French, fall into three categories: elementary; those leading to a secondary school diploma; and adult basic skills. Approximately 102 500 students are enrolled in these programs, mostly at the secondary level.

Literacy and Skills Upgrading

The Ministry of Education and Training is responsible for a number of literacy, basic-skills, and employment-access programs. These programs are scheduled to be transferred to the Ontario Training and Adjustment Board in the fall of 1993.

Ontario Basic Skills Program

The Ontario Basic Skills program provides a broad range of training in literacy, numeracy, science, computers, and workplace adjustment for adults who wish to acquire the basic skills necessary for securing employment and accessing more-advanced skills training. Approximately 15 500 people participated in 1991-92, receiving more than 3 million hours of training.

Ontario Basic Skills (OBS) Program, Client Profile, 1991-92

Participants:	15 469	Percentage of Intake
Age:	<25	20%
	25-44	70%
	45+	10%
Gender:	Male	54%
	Female	46%

Ontario Community Literacy Program

Funding is provided through this program to assist the development and delivery of community-based adult literacy programs for Ontario residents. These programs are offered in English and French. In 1991-92, 179 community organizations and networks provided services to 14 257 individuals.

Ontario Community Literacy Program, Client Profile, 1991-92

Participants:	14 257	Percentage of Intake
Age:	<25	16%
	25-44	49%
	45+	18%
	Unknown	17%
Gender:	Male	51%
	Female	49%

Ontario Basic Skills in the Workplace

This program offers incentive funding to unions and employers or their non-profit delivery agents (such as school boards, colleges, and community groups) to provide basic-skills training in workplace settings.

Through 29 grants to delivery agents, pilot projects were set up to develop and test materials and models and to prepare and test trainers. In addition, training was provided to 580 workers.

Through 23 employer projects funded in 1991-92, training was provided to about 5822 individuals.

Labour Adjustment Grant Program

The Labour Adjustment (LA) Grant Program is a short-term program that provides funding for work-related skills assessment and preparatory training for workers who have been or are about to be laid off. The program also funds the co-ordination of literacy and basic skills training for laid-off workers through a regional network of non-profit community agencies and other providers of literacy training such as colleges of applied arts and technology and school boards.

In 1991-92, a total of 3435 laid-off workers were assessed and 1640 received literacy training.

Labour Adjustment Grant Program, Client Profile, 1991-92

	Assessment	Training
Participants:	3435	1640
Age:		
	<25	191
	25-44	2097
	45+	1147
Gender:		
	Male	2548
	Female	887

Youth Employment Services

Youth Employment Counselling Centres/Services

Youth Employment Counselling Centres/Services are non-profit community agencies that provide a complete range of employment-counselling and job-search preparation and training for employment-disadvantaged youth. In 1991-92, seventy-two centres were funded across Ontario and 31 561 young people participated. Seventy per cent of clients went on to employment or to education or training programs.

Youth Employment Counselling Centres/Services, Client Profile, 1991-92

Percentage of Intake		
Age:	15-19	48%
	20-24	52%
Gender:	Male	60%
	Female	40%
Education:	<Grade 12	66%

Futures

The Futures program is delivered through the Youth Employment Counselling Centres/Services as well as the province's twenty-three colleges of applied arts and technology (for a total of approximately 130 points of service). This program provides pre-employment preparation, counselling, education upgrading, skills training, and work experience to employment-disadvantaged young people aged sixteen to twenty-four (or up to age twenty-nine, if disabled) who have been unable to secure employment on their own. The program assists them in gaining work experience and maintaining a job and/or in returning to school. In 1991-92, 27 420 young people took advantage of the program. More than 59 per cent of participants went on to employment or to education or training programs.

Futures Program, Client Profile, 1991-92

Percentage of Intake		
Age:	15-19	45%
	20-24	53%
	25-29	2%
Gender:	Male	56%
	Female	44%
Education:	<Grade 12	70%

Ontario Youth/Training Hotlines

The hotlines provide, toll-free, a single point of contact for information on all youth programs and training programs in the province. More than 57 000 callers received information and referral services through the hotlines during 1991-92. The majority of callers sought information on employment opportunities or training programs. Over 10 per cent of the callers were employers.

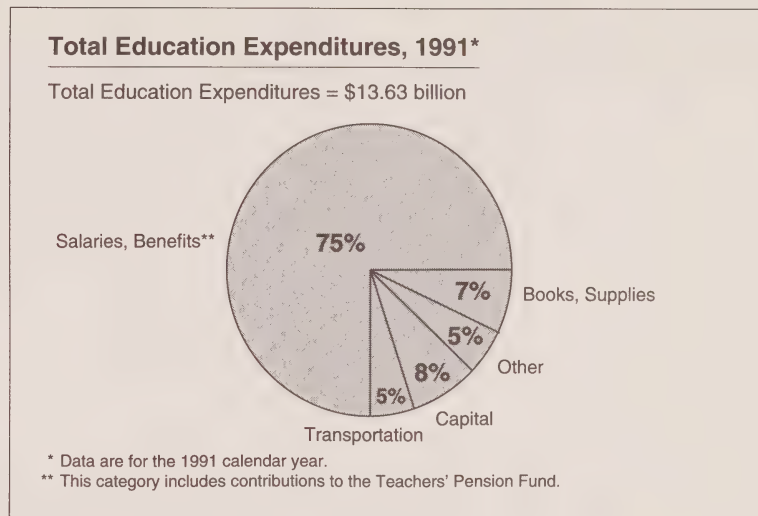
The Financing of Elementary and Secondary Education

In Ontario, the responsibility for financing elementary and secondary education is shared by the province and local school boards.

School boards determine their own budgets and raise their share of costs from local revenue sources. The province approves a certain level of expenditure for each board and provides a grant to the board in support of this amount. School boards may raise additional tax revenues to finance spending beyond the provincially recognized expenditure level.

The Ministry of Education and Training is currently undertaking a comprehensive review of the existing funding model. A new system for funding elementary and secondary education is to be created as a result of this review.

School boards derive most of their revenues from property taxation. On average, residential taxation



represents 59 per cent of a board's total tax revenues, and non-residential taxation accounts for the other 41 per cent.

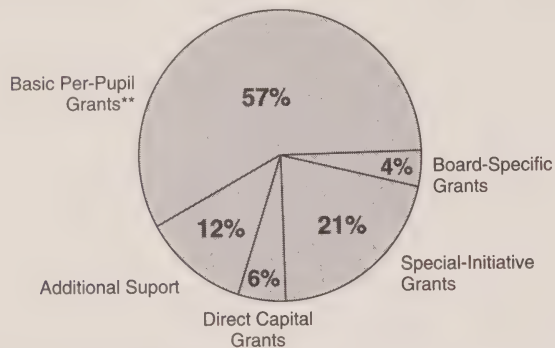
Education Expenditures

In 1991, the total expenditure on education by the province and local school boards was approximately \$13.63 billion.

Salaries, wages, benefits, and Teachers' Pension Fund contributions represented the largest component of education spending, totalling approximately \$10.3 billion in 1991. Teachers' salaries accounted for about \$8.7 billion, benefits amounted to \$0.9 billion, and contributions to the Teachers' Pension Fund totalled roughly \$0.7 billion.

Provincial Support to Education, 1991*

Total Provincial Support = \$5.81 billion



* Data are for the 1991 calendar year.

** These grants include grants for exceptional students and trainable-retarded students.

Other expenditures included:

- \$661 million for pupil transportation;
- \$948 million for books, fuel, and other supplies;
- \$1018 million for capital expenditures, such as the construction of new schools or the renovation of existing facilities;

- \$752 million for expenditures such as building and site rentals, contract services, computer purchases, and furniture and equipment replacements.

Provincial Grants

In 1991, total provincial support to school boards in Ontario amounted to \$5.8 billion. These payments to school boards, which are allocated

from the province's consolidated revenue fund, enable boards to provide a base level of education service to their students, as well as to implement new provincial initiatives.

Transfers in the amount of \$5.1 billion were allocated under four main categories of the General Legislative Grant (GLG) program, as outlined below. Contributions to the Teachers' Pension Fund, together with funding for other education programs, accounted for the remaining \$0.7 billion.

1. The basic per-pupil block grant is the largest component of the GLG. These grants, which totalled \$3.301 billion in 1991, are paid to all school boards for the provision of a base level of education service.
2. Because of differences in social, economic, and geographic conditions, the cost of providing education programs can vary significantly among school boards across the province. In an attempt to equalize this

situation, the province extends board-specific grants to school boards hindered by conditions that are essentially beyond their control. In 1991, these grants totalled \$220 million.

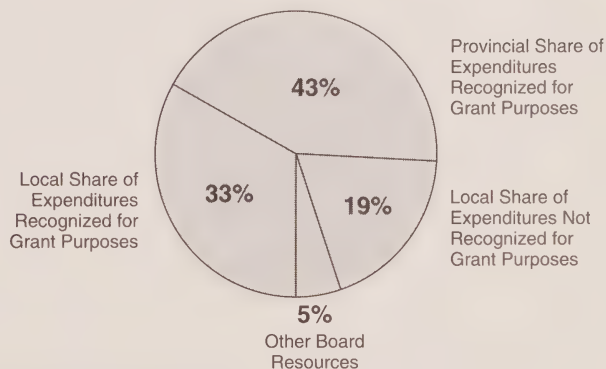
3. Special-initiative grants are provided to encourage school boards to implement or extend services and programs that respond to government priorities or local needs. In 1991, a total of \$1.237 billion was provided within this category, subsidizing initiatives such as the reduction of class size in Grades 1 and 2 and the purchase of textbooks and other learning materials.
4. In 1991, school boards received \$359 million in capital grants. These grants are intended to assist boards in their financing of capital projects, such as the construction of new schools (including child-care centres) or new additions to existing schools, site purchases, replacement or renovation of existing schools, and the purchase of portable classrooms.

In addition to the funds allocated under these four categories, the province makes other significant financial contributions to the education system. For example, the province funds a wide range of education programs provided in co-operation with participating

boards. These include co-operative education programs, education software acquisition, and information-sharing systems among school boards. In 1991, \$23.3 million was allocated to such programs.

Cost-Sharing Arrangement, 1991*

Total Education Expenditures = \$13.63 billion



* Data are for the 1991 calendar year.

Private Schools

Private schools in Ontario also provide elementary and secondary education. These schools are independently operated and do not receive funding from the province or from municipalities.

As of September 30, 1991, there were 511 private schools in the province. These schools were of three main types: elementary; secondary; and elementary and secondary combined. Private schools enrolled 50 083 elementary students (72 per cent of the total private-school enrolment) and 19 883 secondary students. Enrolment in private schools represents 3.4 per cent of the total day-school enrolment in Ontario.

Private schools provided education for 1154 Francophone students in four French schools and eight mixed schools.

Private schools employed 4734 full-time teachers and 1868 part-time teachers in 1991-92.

Private School Enrolment by Type of School, 1991-92

Type of School	Number of Schools	Enrolment		
		Male	Female	Total
Elementary	322	17 970	16 754	34 724
Secondary	51	4 173	3 397	7 570
Elementary/Secondary	138	14 586	13 086	27 672
Total	511	36 729	33 237	69 966

Statistical Tables

Data in the following tables have been collected from Ontario's publicly funded school boards and, unless otherwise specified, refer exclusively to the publicly funded education system. Statistics for the 1991-92 school year are as of September 30, 1991, unless otherwise stated.

Table 1. Overview of Publicly Funded Education in Ontario, 1991-92

			Enrolment		
	Boards Operating Schools	Schools	Male	Female	Total
Public elementary	100	2619	444 501	416 475	860 976
Roman Catholic elementary	59	1346	221 588	213 349	434 937
Total Elementary	159	3965	666 089	629 824	1 295 913
Public secondary	79	600	272 191	252 276	524 467
Roman Catholic secondary	41	192	76 191	79 546	155 737
Total Secondary	120	792	348 382	331 822	680 204
Total Elementary and Secondary	160 ^a	4757	1 014 471	961 646	1 976 117
Other Facilities:					
Provincial Schools		9	517	360	877
Education programs or schools in care, treatment, and correctional facilities	82	374	4 466	1 544	6 010
Grand Total	166 ^a	5140	1 019 454	963 550	1 983 004

^a Calculation of total avoids duplication of school boards that operate more than one type of school;

e.g., 119 school boards operate both elementary and secondary schools, while 1 board operates only a secondary school.

Table 2. Full-Time School and Board Personnel, 1991-92

Occupational Category	Male	Female	Total
Directors of education	112	6	118
Assistant directors of education	23	3	26
Supervisory officers	637	139	776
Subtotal (Administrative Staff)	772	148	920
Consultants/Co-ordinators	801	1 150	1 951
Elementary Schools			
Principals	2 956	1 058	4 014
Vice-principals	1 176	910	2 086
Unit heads	N/A	N/A	N/A
Classroom teachers	14 186	47 119	61 305
Other teachers (e.g., guidance personnel, librarians)	1 260	5 030	6 290
Secondary Schools			
Principals	635	115	750
Vice-principals	846	320	1 166
Unit heads	6 020	2 900	8 920
Classroom teachers	17 929	14 494	32 423
Other teachers (e.g., guidance personnel, librarians)	875	936	1 811
Subtotal (Teachers in Schools)	45 883	72 882	118 765
Teachers in board offices	797	1 483	2 280
Other non-teaching professional staff (e.g., speech therapists, psychologists)	549	1 607	2 156
Paraprofessionals			
Paid teacher-aides	451	6 826	7 277
Technicians	598	226	824
Other (e.g., chaplains, outdoor-education staff, lifeguards)	180	1 016	1 196
Clerical and secretarial	352	12 188	12 540
Other staff on board's payroll (e.g., plant maintenance, transportation)			
Supervisory	2 073	1 033	3 106
Non-supervisory	14 723	3 631	18 354
Subtotal (Other Staff Employed by Boards)	19 723	28 010	47 733
Grand Total (All Groups)	67 179	102 190	169 369

Table 3. Enrolment in Elementary and Secondary Schools, 1980, 1985-92^a

Elementary Enrolment by Grade

Public Elementary

Year	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^b	Total
1980	21 927	80 596	86 005	82 653	82 775	86 811	88 648	86 726	86 779	85 790	40 307	829 017
1985	27 956	79 117	82 414	77 588	76 403	75 458	77 365	77 486	80 137	79 900	39 977	773 801
1986	32 987	79 384	84 936	79 415	76 518	75 840	75 458	78 167	79 183	78 357	39 049	779 294
1987	37 154	82 379	85 551	82 204	78 809	76 459	76 182	76 502	79 904	78 098	38 266	791 508
1988	47 574	85 057	88 187	83 428	81 783	78 668	77 201	77 333	78 207	79 241	38 018	814 697
1989	49 641	88 805	90 713	86 458	83 190	82 446	79 706	78 715	79 924	78 715	32 744	831 057
1990	53 013	89 826	93 626	89 335	85 990	83 275	83 074	80 764	80 359	79 771	31 996	851 029
1991	54 255	90 741	93 703	92 227	88 600	86 267	83 855	83 897	82 284	80 318	30 613	866 760
1992 ^c	50 256	89 739	93 856	92 235	91 462	88 254	86 358	84 577	85 273	82 407	29 344	873 761

Roman Catholic Elementary

Year	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^b	Total
1980	26 164	38 184	40 345	38 962	38 740	40 109	40 173	39 431	39 243	38 968	8 818	389 137
1985	30 176	39 939	41 131	39 850	39 814	39 247	39 662	39 272	38 992	38 380	9 908	396 371
1986	30 654	40 117	42 192	40 803	39 895	39 913	39 501	39 674	39 412	38 611	9 312	400 984
1987	31 969	41 252	42 340	42 034	40 774	39 964	40 084	39 634	39 879	39 035	8 959	405 924
1988	34 626	41 703	43 136	42 288	41 935	40 873	39 993	40 254	39 785	39 744	10 268	414 605
1989	36 654	43 087	43 925	43 587	42 914	42 671	41 806	40 810	41 286	40 400	6 053	423 193
1990	37 596	43 795	45 233	44 255	43 810	43 109	43 013	42 044	41 269	41 310	6 006	431 440
1991	38 635	43 717	45 137	45 315	44 244	43 594	43 160	43 079	42 166	41 274	5 360	435 681
1992 ^c	39 976	43 727	44 907	45 350	45 271	44 048	43 530	43 236	43 143	42 066	4 423	439 677

Total Elementary

Year	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^b	Total
1980	48 091	118 780	126 350	121 615	121 515	126 920	128 821	126 157	126 022	124 758	49 125	1 218 154
1985	58 132	119 056	123 545	117 438	116 217	114 705	117 027	116 758	119 129	118 280	49 885	1 170 172
1986	63 641	119 501	127 128	120 218	116 413	115 753	114 959	117 841	118 595	116 968	48 361	1 179 378
1987	69 123	123 631	127 891	124 238	119 583	116 423	116 266	116 136	119 783	117 133	47 225	1 197 432
1988	82 200	126 760	131 323	125 716	123 718	119 541	117 194	117 587	117 992	118 985	48 286	1 229 302
1989	86 295	131 892	134 638	130 045	126 104	125 117	121 512	119 525	121 210	119 115	38 797	1 254 250
1990	90 609	133 621	138 859	133 590	129 800	126 384	126 087	122 808	121 628	121 081	38 002	1 282 469
1991	92 890	134 458	138 840	137 542	132 844	129 861	127 015	126 976	124 450	121 592	35 973	1 302 441
1992 ^c	90 232	133 466	138 763	137 585	136 733	132 302	129 888	127 813	128 416	124 473	33 767	1 313 438

^a Figures include enrolment in programs for the trainable retarded, in care, treatment, and correctional facilities, and in schools managed by the Ministry of Education and Training. They are therefore not comparable with the figures published in the 1988-89 edition of *Key Statistics*.

^b Enrolment in special education programs, which are not graded.

^c Figures for 1992 are preliminary.

(continued)

(Table 3 continued)

Secondary Enrolment by Grade

Public Secondary

Year	Pre-9 ^d	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OACs/Gr.13		Total
1980	2946	135 608	138 620	136 123	119 876	53 648		586 821
1985	1383	122 514	122 116	118 163	113 567	58 723		536 466
1986	914	119 501	118 757	115 638	112 283	60 586		527 679
1987	737	116 075	114 850	115 504	110 828	62 586		520 580
1988	649	116 895	113 300	112 550	119 367	56 400		519 161
1989	1404	116 030	112 168	111 152	112 030	58 228		511 012
					Gr. 12 (No OACs)	Gr. 12 (1–5 OACs)	Gr. 12 (6+ OACs)	
1990	2136	114 013	113 883	112 545	63 495	62 425	44 748	513 245
1991	1494	114 495	115 575	115 684	67 143	63 920	46 515	524 826
1992 ^c	1283	115 119	115 900	116 383	71 422	68 621	48 663	537 391

Roman Catholic Secondary

Year	Pre-9 ^d	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OACs/Gr.13		Total
1980 ^e	–	18 212	16 089	–	–	–		34 301
1985 ^f	8	26 086	22 117	18 629	–	–		66 840
1986 ^f	–	26 670	24 436	20 517	17 564	–		89 187
1987 ^f	–	29 017	26 391	23 935	20 668	11 851		111 862
1988	42	31 016	28 444	25 575	24 328	13 370		122 775
1989	115	33 988	31 762	28 505	27 111	15 398		136 879
					Gr. 12 (No OACs)	Gr. 12 (1–5 OACs)	Gr. 12 (6+ OACs)	
1990	131	35 303	34 338	31 435	14 632	18 524	12 416	146 779
1991	208	36 538	35 345	33 634	16 154	20 713	13 145	155 737
1992 ^c	239	36 617	36 406	35 617	18 630	22 051	14 849	164 409

Total Secondary

Year	Pre-9 ^d	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OACs/Gr.13		Total
1980 ^e	2946	153 820	154 709	136 123	119 876	53 648		621 122
1985 ^f	1391	148 600	144 233	136 792	113 567	58 723		603 306
1986 ^f	914	146 171	143 193	136 155	129 847	60 586		616 866
1987 ^f	737	145 092	141 241	139 439	131 496	74 437		632 442
1988	691	147 911	141 744	138 125	143 695	69 770		641 936
1989	1519	150 018	143 930	139 657	139 141	73 626		647 891
					Gr. 12 (No OACs)	Gr. 12 (1–5 OACs)	Gr. 12 (6+ OACs)	
1990	2267	149 316	148 221	143 980	78 127	80 949	57 164	660 024
1991	1702	151 033	150 920	149 318	83 297	84 633	59 660	680 563
1992 ^c	1522	151 736	152 306	152 000	90 052	90 672	63 512	701 800

^d Pre–Grade 9 students are those who enrol, within two years of leaving elementary school, in special secondary school programs that do not lead to credit.

^e Students in Grades 9 and 10 in Roman Catholic schools were funded as elementary students.

^f Data are not comparable with those of previous years due to the gradual extension of public funding to Roman Catholic schools from 1985 to 1987.

Table 4. Enrolment of Exceptional Students, 1991-92^a

Elementary	Special Education Classes				Regular Classes						Classes in Care, Treatment, and Correctional Facilities	Total
	Fully Self-contained ^b		Partially Integrated ^c		Withdrawal Assistance ^d		Resource Assistance ^e		Indirect Services ^f			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Program Area of Exceptionality	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Behavioural Exceptionalities												
Socially maladjusted—emotionally disturbed	1 319	177	1 160	142	999	182	1 125	240	570	113	3247	9 274
Communication Exceptionalities												
Autistic	218	81	129	53	378	171	270	77	45	10	90	1 522
Hard of hearing/Deaf	166	156	63	67	177	146	164	119	124	114	1	1 297
Deaf (alternative program) ^g	36	43	92	87	22	24	10	6	4	8	N/A	332
Learning disabled	3 936	1519	7 009	2 648	12 791	5 955	8 581	4 127	1127	556	395	48 644
Speech and language impaired	901	362	887	394	1 851	909	911	415	249	124	38	7 041
Intellectual Exceptionalities												
Gifted	2 573	1731	782	502	4 501	4 318	1 685	1367	727	670	7	18 863
Educable retarded	1 483	1074	1 436	1139	1 142	851	567	454	76	87	23	8 332
Trainable retarded	1 768	1245	464	302	74	62	105	83	28	28	22	4 181
Physical Exceptionalities												
Visually impaired	10	7	11	14	59	41	80	52	48	35	11	368
Blind (alternative program) ^g	34	26	2	1	12	8	14	10	2	5	N/A	114
Deaf-blind (alternative program) ^g	23	19	1	0	3	1	5	4	3	1	N/A	60
Orthopaedic or other	68	36	62	37	130	97	195	194	163	138	133	1 253
Multiple Exceptionalities												
Multihandicapped	809	525	481	302	380	170	439	218	101	47	695	4 167
Total	13 344	7001	12 579	5688	22 519	12 935	14 151	7366	3267	1936	4662	105 448

^a Figures include 737 students in Provincial Schools for the deaf, blind, and deaf-blind and 140 students in Demonstration Schools.^b Exceptional students attend a self-contained special education class for the entire school day.^c Exceptional students are enrolled in a self-contained class and are also integrated into a regular class for at least one instructional period daily.^d Exceptional students are enrolled in a regular class and receive instruction outside the classroom by a qualified special education teacher for part of the school day.^e Exceptional students are enrolled in a regular class and receive direct specialized instruction, individually or in small groups, by a special education teacher within the regular classroom.^f Exceptional students are enrolled in a regular class where the board provides specialized consultative services to the classroom teacher only.^g An alternative program is a program provided by a school board as an alternative to programs offered by the Provincial Schools for the deaf, blind, and deaf-blind and the Centre Jules-Léger.*(continued)*

(Table 4 continued)

Secondary	Special Education Classes				Regular Classes						Total
	Fully Self-contained ^b		Partially Integrated ^c		Withdrawal Assistance ^d		Resource Assistance ^e		Indirect Services ^f		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Program Area of Exceptionality											
Behavioural Exceptionalities											
Socially maladjusted—emotionally disturbed	246	63	478	160	894	249	788	202	500	157	3 737
Communication Exceptionalities											
Autistic	55	19	43	12	97	46	88	36	19	35	450
Hard of hearing/Deaf	120	103	40	44	91	74	63	65	75	86	761
Deaf (alternative program) ^g	1	0	19	26	23	16	2	0	0	0	87
Learning disabled	1110	398	1745	556	8694	3587	6 584	2517	3180	1429	29 800
Speech and language impaired	55	11	87	34	376	140	772	344	152	75	2 046
Intellectual Exceptionalities											
Gifted	950	664	1993	1582	1 872	1495	1 783	1579	1851	1802	15 571
Educable retarded	1208	720	965	541	837	568	1 051	632	459	385	7 366
Trainable retarded	526	349	242	228	57	42	53	34	2	8	1 541
Physical Exceptionalities											
Visually impaired	38	26	7	7	47	28	38	25	39	43	298
Blind (alternative program) ^g	3	2	3	3	5	5	4	1	2	6	34
Deaf-blind (alternative program) ^g	0	2	1	0	1	0	2	2	3	0	11
Orthopaedic or other	26	21	19	18	93	70	71	59	68	52	497
Multiple Exceptionalities											
Multihandicapped	301	172	169	95	253	104	237	109	83	29	1 552
Total	4639	2550	5811	3306	13 340	6424	11 536	5605	6433	4107	63 751

Table 5. Enrolment in French-Language Elementary and Secondary Instructional Units, 1980, 1985-92^a

Elementary Enrolment by Grade (French and Mixed Schools)

Public Elementary

Year	Schools	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^b	Total
1980	36	163	344	429	343	310	336	300	282	240	219	447	3413
1985	38	332	467	540	484	491	462	444	493	426	366	266	4771
1986	39	375	502	560	542	515	515	475	457	500	422	326	5189
1987	39	507	563	601	581	584	551	536	520	485	495	292	5715
1988	43	576	659	662	641	639	612	587	577	558	467	331	6309
1989	48	627	674	717	653	676	689	654	634	604	530	253	6711
1990	47	666	746	735	769	678	708	726	675	661	606	174	7144
1991	54	732	730	812	785	781	738	776	790	751	703	203	7801
1992 ^c	63	766	846	812	813	797	812	780	764	833	722	194	8139

Roman Catholic Elementary

Year	Schools	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^b	Total
1980	282	5120	6618	6781	6384	6392	6600	6359	6237	6050	6002	1342	63 885
1985	287	5703	6717	6812	6378	6327	6230	6193	6041	5752	5625	1680	63 458
1986	286	5646	6822	6821	6673	6290	6222	6145	6082	5856	5474	1656	63 687
1987	287	5656	6835	6826	6665	6485	6172	6085	6009	5943	5613	1556	63 845
1988	288	6201	6496	6780	6612	6441	6374	6023	5926	5830	5735	1479	63 897
1989	277	6362	6603	6527	6530	6463	6329	6227	5900	5845	5638	1085	63 509
1990	283	6143	6751	6653	6352	6436	6389	6246	6075	5718	5581	1139	63 483
1991	286	5857	6385	6563	6374	6090	6190	6126	6004	5823	5441	1136	61 989
1992 ^c	284	5766	6117	6326	6377	6179	5900	6008	5971	5788	5642	1038	61 112

Total Elementary

Year	Schools	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^b	Total
1980	318	5283	6962	7210	6727	6702	6936	6659	6519	6290	6221	1789	67 298
1985	325	6035	7184	7352	6862	6818	6692	6637	6534	6178	5991	1946	68 229
1986	325	6021	7324	7381	7215	6805	6737	6620	6539	6356	5896	1982	68 876
1987	326	6163	7398	7427	7246	7069	6723	6621	6529	6428	6108	1848	69 560
1988	331	6777	7155	7442	7253	7080	6986	6610	6503	6388	6202	1810	70 206
1989	325	6989	7277	7244	7183	7139	7018	6881	6534	6449	6168	1338	70 220
1990	330	6809	7497	7388	7121	7114	7097	6972	6750	6379	6187	1313	70 627
1991	340	6589	7115	7375	7159	6871	6928	6902	6794	6574	6144	1339	69 790
1992 ^c	347	6532	6963	7138	7190	6976	6712	6788	6735	6621	6364	1232	69 251

^a Figures include enrolment in programs for the trainable retarded, in care, treatment, and correctional facilities, and in schools managed by the Ministry of Education and Training. They are therefore not comparable with the figures published in the 1988-89 edition of *Key Statistics*.

^b Enrolment in special education programs, which are not graded.

^c Figures for 1992 are preliminary.

(continued)

(Table 5 continued)

Secondary Enrolment by Grade (French and Mixed Schools)

Public Secondary

Year	Pre-9 ^d	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OACs/Gr.13		Total
1980	63	6070	7066	6853	6098	1851		28 001
1985	48	5264	5201	5211	4865	1786		22 375
1986	–	4910	5164	5048	4989	1965		22 076
1987	–	3974	3975	4271	4073	1819		18 112
1988	6	3561	3531	3721	3961	1512		16 292
1989	5	2231	2398	2265	2544	938		10 381
					Gr. 12 (No OACs)	Gr. 12 (1–5 OACs)	Gr. 12 (6+ OACs)	
1990	3	1707	1860	1810	1441	987	727	8 535
1991	–	1606	1708	1852	1514	1049	632	8 361
1992 ^c	–	1609	1653	1786	1735	974	745	8 502

Roman Catholic Secondary

Year	Pre-9 ^d	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OACs/Gr.13		Total
1980 ^e	–	543	415	–	–	–		958
1985 ^f	–	943	585	374	–	–		1 902
1986 ^f	–	948	772	472	318	–		2 510
1987 ^f	–	1955	1731	1559	1369	570		7 184
1988	–	2377	2134	1896	1868	796		9 071
1989	5	3723	3537	3214	3295	1372		15 146
					Gr. 12 (No OACs)	Gr. 12 (1–5 OACs)	Gr. 12 (6+ OACs)	
1990	3	4120	4289	4035	2799	1552	1140	17 938
1991	19	4265	4200	4220	2893	1857	1228	18 682
1992 ^c	17	4164	4478	4415	3374	1987	1457	19 892

Total Secondary

Year	Pre-9 ^d	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OACs/Gr.13		Total
1980 ^e	63	6613	7481	6853	6098	1851		28 959
1985 ^f	48	6207	5786	5585	4865	1786		24 277
1986 ^f	–	5858	5936	5520	5307	1965		24 586
1987 ^f	–	5929	5706	5830	5442	2389		25 296
1988	6	5938	5665	5617	5829	2308		25 363
1989	10	5954	5935	5479	5839	2310		25 527
					Gr. 12 (No OACs)	Gr. 12 (1–5 OACs)	Gr. 12 (6+ OACs)	
1990	6	5827	6149	5845	4240	2539	1867	26 473
1991	19	5871	5908	6072	4407	2906	1860	27 043
1992 ^c	17	5773	6131	6201	5109	2961	2202	28 394

^d Pre-Grade 9 students are those who enrol, within two years of leaving elementary school, in special secondary school programs that do not lead to credit.

^e Students in Grades 9 and 10 in Roman Catholic schools were funded as elementary students.

^f Data are not comparable with those of previous years due to the gradual extension of public funding to Roman Catholic schools from 1985 to 1987.

Table 6. Secondary School Graduation Diplomas, Selected Years

	1965-66	1975-76	1988-89 ^a	1989-90 ^a	1990-91 ^a
Number of Graduates:					
Publicly funded system	56 123	90 891	95 467	97 979	97 228
Private schools	6 407	7 478	4 006	4 999	4 190
Total	62 530	98 369	99 473	102 978	101 418
Number of Graduates With University Entrance Prerequisites	28 555	42 223	49 909	54 232	56 388

^a In 1988, a major transition took place, from the issuance of two diplomas (for Grades 12 and 13) to a single graduation diploma (the Ontario Secondary School Diploma). The 1988-91 data are not comparable with those of previous years due to consequent changes in diploma requirements.

Table 7. Full-Time Teachers, 1991-92

	Elementary						Secondary					
	Public		Roman Catholic		Total		Public		Roman Catholic		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Number of teachers	14 189	36 091	5 389	18 026	19 578	54 117	20 940	14 107	5 365	4 658	26 305	18 765
Age (median)	44	42	41	40	43	41	46	42	39	37	45	41
Total teaching experience (median)	20	13	16	13	19	13	20	13	13	9	19	12
Salary (median) (\$)	59 299	49 584	58 729	48 967	59 178	49 407	61 555	57 144	58 774	52 859	61 148	56 064
Percentage of degree holders (%)	91	73	93	71	91	72	90	96	95	97	91	96

Table 8. English-speaking Elementary and Secondary School Students Enrolled in French As a Second Language, 1989-90 to 1992-93^a

Grade	1989-90			1990-91			1991-92			1992-93 ^b		
	English-speaking Students	Enrolment in FSL	%	English-speaking Students	Enrolment in FSL	%	English-speaking Students	Enrolment in FSL	%	English-speaking Students	Enrolment in FSL	%
JK	79 247	11 063	14.0	83 729	10 961	13.1	86 234	11 890	13.8	83 604	11 836	14.2
K	124 546	27 516	22.1	126 074	27 454	21.8	127 270	27 548	21.6	126 432	25 582	20.2
1	127 355	73 451	57.7	131 446	75 768	57.6	131 410	77 321	58.8	131 593	77 725	59.1
2	122 838	68 775	56.0	126 441	73 448	58.1	130 358	76 801	58.9	130 359	77 303	59.3
3	118 938	72 868	61.3	122 656	77 037	62.8	125 943	82 550	65.5	129 726	84 480	65.1
4	118 060	117 711	99.7	119 252	118 760	99.6	122 890	122 529	99.7	125 563	124 134	98.9
5	114 585	114 119	99.6	119 078	118 571	99.6	120 082	119 741	99.7	123 065	121 590	98.8
6	112 945	112 433	99.5	116 001	115 524	99.6	120 141	119 691	99.6	121 036	119 680	98.9
7	114 744	113 728	99.1	115 199	114 348	99.3	117 840	117 033	99.3	121 760	119 771	98.4
8	112 906	111 772	99.0	114 875	113 742	99.0	115 389	114 361	99.1	118 064	115 945	98.2
Total (1-8)	942 371	784 857	83.3	964 948	807 198	83.7	984 053	830 027	84.3	1 001 166	840 628	84.0
Ungraded ^c	29 526	13 960	47.3	31 013	13 116	42.3	28 949	12 276	42.4	27 285	11 554	42.3
Total (JK-8), incl. Ungraded^c	1 175 690	837 396	71.2	1 205 764	858 729	71.2	1 226 506	881 741	71.9	1 238 487	889 600	71.8
9	144 015	113 620	78.9	143 428	112 216	78.2	145 127	113 534	78.2	145 906	109 447	75.0
10	137 926	59 021	42.8	142 017	57 707	40.6	144 937	53 841	37.1	146 135	51 411	35.2
11	134 137	38 422	28.6	138 055	36 759	26.6	143 192	34 543	24.1	145 720	31 862	21.9
12	133 170	21 372	16.0	N/A	17 661	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12/OAC	71 308	10 874	15.2	N/A	12 483	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total (12 and 12/OAC)	204 478	32 246	15.8	207 463	30 144	14.5	218 265	27 570	12.6	233 809	26 523	11.3
Total (9-12/OAC)^d	620 556	243 309	39.2	630 963	236 826	35.2	651 521	229 488	35.2	671 570	219 243	32.6
Grand Total	1 796 246	1 080 705	60.2	1 836 727	1 095 555	59.2	1 878 027	1 111 229	59.2	1 910 057	1 108 843	58.1

^a Figures include students taking sixty or more hours of French per year; they do not include students in special settings, such as care, treatment, and correctional facilities.

^b Figures for 1992-93 are preliminary.

^c Enrolment in special education programs, which are not graded.

^d Pre-Grade 9 students are excluded.

Table 9. Continuing Education Provided by School Boards, 1990-91^a

Type of Course	October 31, 1990		September 1, 1990 - June 30, 1991		Summer 1991	
	English	French	English	French	English	French
Secondary school credit courses						
Grades 9 and 10	20 707	6 344	39 823	14 075	49 605	1154
Grades 11 and 12	31 539	2 237	68 410	5 058	43 132	521
OAC	11 892	134	34 023	369	19 740	113
Non-classroom correspondence courses or self-study	11 419	935	29 871	2 318	4 874	56
Adult basic literacy and numeracy ^b	20 898	515	48 561	1 530	9 466	0
English or French as a second language	80 397	493	190 038	1 179	43 751	0
Citizenship and official national languages classes	3 683	11	6 264	24	2 099	2
Driver education	11 569	567	29 113	1 326	2 387	55
Non-credit courses (other) ^c	164 877	2 751	333 717	5 737	94 613	1496
Total	356 981	13 987	779 820	31 616	269 667	3397

^a Figures exclude enrolment in the regular day-school program.

^b These are courses in English, mathematics, and science designed to help students reach a Grade 8 level of competency.

^c These are general-interest courses.

Table 10. The Financing of Elementary and Secondary Education, 1991^a

	Elementary	Secondary	Total
Revenues (\$ billions)			
Property taxes (local taxation)	4.003	3.154	7.157
Provincial grants	3.658	2.149	5.807
Other revenues	0.325	0.339	0.664
Total	7.986	5.642	13.628
Expenditures (\$ billions)			
Operating	7.065	4.851	11.916
Other support ^b	0.415	0.275	0.690
Capital	0.506	0.516	1.022
Total	7.986	5.642	13.628

^a Data are for the 1991 calendar year.^b Figures include contributions to the Teachers' Pension Fund.

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1992-93 Key Statistics

Elementary and Secondary Education in Ontario



**1992-93
Key
Statistics**

**Elementary
and Secondary
Education in
Ontario**

Ontario Ministry of
Education and Training

Cette publication est également offerte en français sous le titre suivant :
Statistiques principales : L'éducation à l'élémentaire et au secondaire en Ontario.

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Introduction

The Ontario Ministry of Education and Training provides policy, program, and funding support for elementary, secondary, and postsecondary education and skills training in the province.

Key Statistics: Elementary and Secondary Education in Ontario is a publication that highlights statistical information based primarily on data collected annually from Ontario schools and school boards. It is available in both English and French. This fifth issue highlights information based on data for the 1992-93 school year.

Key Statistics begins with a broad overview of elementary and secondary education in the province, and then provides more-detailed information on school boards, students, teachers, and the financing of elementary and secondary education. It also gives information on selected programs of the Ministry of Education and Training, including literacy programs for adults and youth employment services. A section on private schools and a compilation of statistical tables are included as well.

Additional statistical information, including the most current data, is available from the Ministry of Education and Training at the following address:

Ministry of Education and Training
Information Management Group
School Board Information Technology Team
15th Floor, Mowat Block
900 Bay St
Toronto ON M7A 1L2

Telephone: (416) 325-2693

An Overview of Elementary and Secondary Education in Ontario

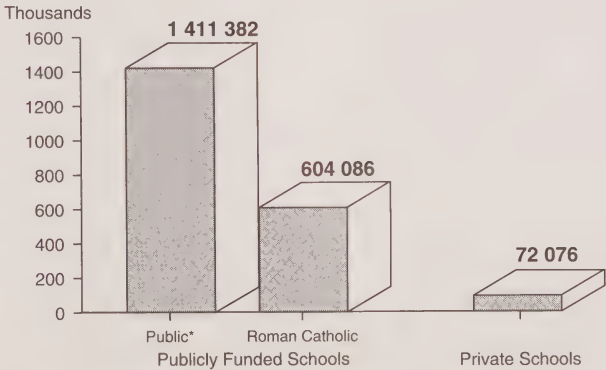
Students and Schools

In 1992-93, approximately 2.02 million students attended publicly funded day schools in Ontario. (Public funding supports both public and Roman Catholic schools.) Also in the 1992-93 school year, private elementary and secondary schools enrolled 72 076 students.

Even though education is not compulsory until a child reaches the age of six, most five-year-olds and 73 per cent of all four-year-olds currently attend either Kindergarten or Junior Kindergarten. Legally, students may leave school at the age of sixteen, but the vast majority (approximately 82 per cent) of sixteen- to eighteen-year-olds have chosen to continue their education at the secondary level.¹

- There are 5160 publicly funded schools and 526 private schools in Ontario in the following two panels:
- elementary, which provides programs for children from Junior Kindergarten to Grade 8;
 - secondary, which offers programs for students enrolled in Grades 9 to 12/OAC.²

Enrolment in Ontario Schools, 1992-93



* Includes schools operated by the Ministry of Education and Training, with an enrolment of 884 students in 1992-93.

¹ These figures are not strictly comparable with those of previous years due to a change in the definition of population and the methodology for estimating population totals.

² Students intending to proceed to university and other postsecondary programs must acquire a specified number of OAC (Ontario Academic Course) credits in secondary school.

Adult and Continuing Education

In recent years, increasing numbers of adults have been returning to school as regular students.

In 1992-93 the number of adults in day school was more than five times the number in 1980-81, rising from 19 360 to 98 423.

In addition, increasing numbers of students are enrolled in credit courses offered by school boards through continuing-education programs. Continuing-education courses are generally offered in the evening and during the summer. Ontario residents can also take credit courses through the Ministry of Education and Training's Independent Learning Centre.

Other Learning Programs and Services

The Ministry of Education and Training makes available, or supports financially, a range of other learning opportunities, including the following:

- literacy programs for adults;
- a range of other basic-skills-upgrading and transition-to-work programs.
- programs operated by school boards in government-approved care, treatment, and correctional facilities, such as programs for young offenders and children's mental health centres;
- schools for blind and/or deaf students and Demonstration Schools for students with severe learning disabilities, which also offer professional development opportunities for teachers and serve as resource centres for school boards;

Adults in Secondary Day School

Age	1980-81		1990-91		1991-92		1992-93**	
	Male (%)*	Female (%)*	Male (%)*	Female (%)*	Male (%)*	Female (%)*	Male (%)*	Female (%)*
19-21	9 421 (3.1)	4 979 (1.8)	23 270 (6.9)	14 196 (4.4)	27 594 (7.9)	16 266 (4.9)	31 496 (8.8)	18 608 (5.5)
22 and older	1 441 (0.5)	3 519 (1.2)	10 998 (3.3)	21 908 (6.8)	15 432 (4.4)	26 414 (8.0)	18 877 (5.2)	29 442 (8.6)
Total	10 862 (3.6)	8 498 (3.0)	34 268 (10.2)	36 104 (11.2)	43 026 (12.3)	42 680 (12.9)	50 373 (14.0)	48 050 (14.1)

* Percentage of total secondary school enrolment.

** Figures for 1992-93 have been revised and are therefore not comparable with those in the Ministry of Education and Training's publication entitled *Quick Facts*.

Ontario's Publicly Funded Education System

School Boards

Education in Ontario is a responsibility shared by the Ministry of Education and Training and local school boards, most of which are elected bodies. School boards are responsible for the development and delivery of curricula and programs based on provincial policies, legislation, and guidelines. They determine the resources they need to carry out their responsibilities, set their own annual budgets, and raise their share of expenditures through property taxes within their local jurisdictions. The province provides grants to school boards to ensure that all boards have equitable resources for the provision of a base level of education programs and services. Through its six regional offices, the Ministry of Education and Training works closely with local school boards to

monitor the implementation of policies and programs.

There are two types of publicly funded school boards in Ontario: public and Roman Catholic. In 1992-93, three of the school boards in the province were French-language boards.

Public School Boards

In 1992-93, Ontario's 105 public school boards operated nearly 3000 elementary schools (325 of which were in care, treatment, and correctional centres) and 595 secondary schools. As part of their elementary programs for 1992-93, the public school boards operated 48 French-language schools and 14 mixed schools (those that offer both English- and French-language instruction within a single school). Of the secondary schools, 18 were French-language and 17 were mixed.

Roman Catholic School Boards

During the same period, 60 Roman Catholic school boards operated about 1400 elementary schools (65 of which were in care, treatment, and correctional centres) and 201 secondary schools. In the elementary program, there were 280 French-language schools and 4 mixed schools; in the secondary program, there were 42 French-language schools and 6 mixed schools.

Students

Elementary and Secondary Enrolment

In 1992-93, 1 313 668 students were enrolled in elementary schools. Approximately 874 000 (67 per cent) attended public schools, while about 440 000 (33 per cent) were enrolled in Roman Catholic schools. Approximately 5550 students attended classes in care, treatment, and correctional facilities, and 513 were enrolled in schools operated by the Ministry of Education and Training.

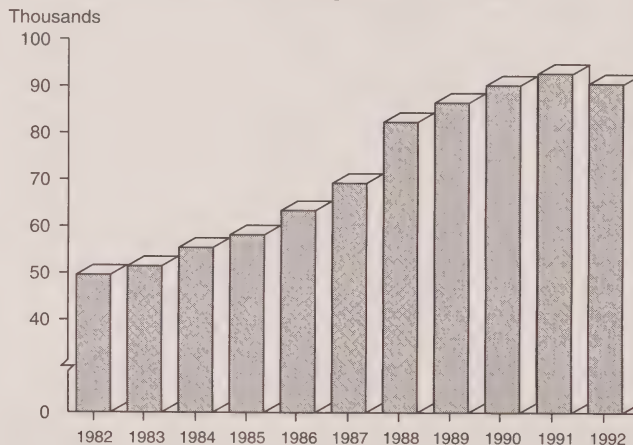
In 1981-82, Junior Kindergarten was available in 40 per cent of Ontario's schools, and approximately 48 000 students attended. By 1987, 57 per cent of schools offered the program and more than 69 000 students were enrolled. In 1992-93, 137 school boards (87 per cent) offered Junior Kindergarten classes, which were attended by 90 232 children.

Most children in Ontario attend Kindergarten. Approximately 97 per cent of Grade 1 students in 1992 attended Kindergarten the year before.

Approximately 702 000 students were enrolled in Ontario secondary

schools in 1992-93. Of this number, approximately 537 000 (77 per cent) attended public schools, approximately 164 400 (23 per cent) attended Roman Catholic schools, and 371 attended schools operated by the Ministry of Education and Training.

Enrolment in Junior Kindergarten, 1982-92

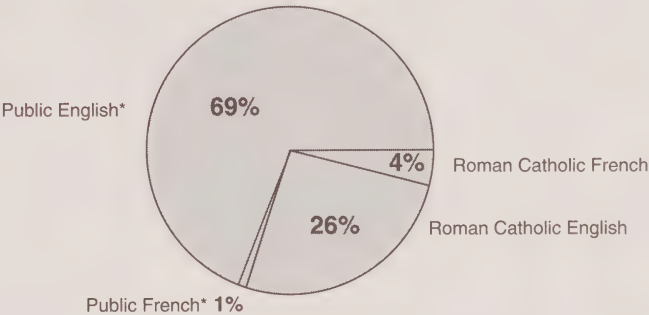


In 1992-93, 6341 status Indian students from reserves were enrolled in Ontario's elementary and secondary schools. This figure does not include Native students attending federally supported schools or schools operated by the First Nations.

In 1992-93, 1 917 791 elementary and secondary students were enrolled in schools or units in which English is the language of instruction, and 97 677 students were enrolled in schools or units in which French is the language of instruction.

Enrolment by Language of Instructional Unit, 1992-93

Total Elementary and Secondary Enrolment: 2 015 468 Students



* Includes schools operated by the Ministry of Education and Training.

Enrolment Trends and Projections

In 1992-93, elementary school enrolment increased by 0.9 per cent and secondary school enrolment increased by 3.1 per cent. Further growth is projected over the next ten years.

Several factors have contributed to this upward trend, including an increase in the number of births per year, together with the previously noted increase in Junior Kindergarten and Kindergarten enrolments. Immigration, interprovincial migration, and increases in the number of

students staying in school and in the number of adults returning to school have also contributed to growing enrolments.

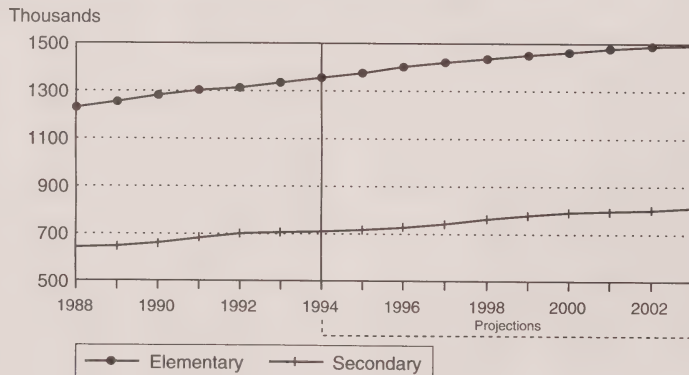
Births

The number of births annually in Ontario had risen every year between 1982 and 1992. However, in 1993, births were down by 1.5 per cent over the 1992 figure of 152 190. In 1993, 149 970 births were recorded in Ontario.

Immigration

Total immigration to Canada rose from 192 000 in 1989 to 252 842 in 1992. In each of these years, over half of all immigrants settled in Ontario – most of them in the large cities. Approximately 19 per cent of these new arrivals to Ontario were between four and seventeen years old, and about 50 per cent of them spoke neither English nor French. In 1993, immigration to Ontario was 132 245 immigrants, a decrease of 2.9 per cent over the 1992 figure of 136 200.

Elementary and Secondary School Enrolment, 1988-93,* and Enrolment Projections, 1994-2003



* Figures for 1993 are preliminary.

Interprovincial Migration

Beginning in 1982-83, the number of school-aged children moving into Ontario exceeded the number leaving the province for other provinces, resulting in a net gain in the number of school-aged children in Ontario. This trend continued until 1988-89, when the number of children who left Ontario for other provinces and territories exceeded the number of children who came into the province.

Student Retention and Transition

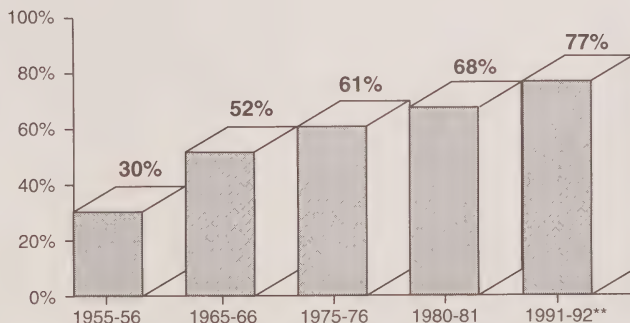
Another factor contributing to recent increases in enrolment is the number of students staying in school beyond the age of sixteen. In 1975, only 73 per cent of the province's seventeen-year-olds and 35 per cent of its eighteen-year-olds were still in school. By 1992, 89 per cent of seventeen-year-olds and 65 per cent of eighteen-year-olds were in school.³

Although the majority of students stay in school to graduation, some leave, for shorter or longer periods of time. In recent years, an average of 7 per cent of students aged sixteen to eighteen have left school each year without a diploma. But many of these students return to complete diploma requirements or to add to their qualifications.

Since 1980, the number of students re-entering day school has more than doubled. Between 1980-81 and 1991-92, the proportion of the total secondary school enrolment represented by students returning to school rose from 3 per cent to 10 per cent. Many of these students were adults.

Secondary School Graduation Rate, 1956-92

Graduates* As Percentage of 18-Year-Old Population



* Includes graduates from private schools.

** The 1991-92 figure is not strictly comparable with the figures of previous years due to a change in the definition of population and the methodology for estimating population totals.

³ These figures are not strictly comparable with those of previous years due to a change in the definition of population and the methodology for estimating population totals.

Progress of Students

Over the last forty years, the secondary school graduation rate (the number of graduates expressed as a percentage of the province's eighteen-year-old population) has also been increasing. In 1991-92, the graduation rate was approximately 77 per cent, compared with an estimated 30 per cent in 1956 and 61 per cent in 1976.

Over the same time period, the percentage of the student population that does not graduate has been decreasing. In the 1960s, approximately 50 per cent of students did not complete secondary school.

That rate decreased to 40 per cent in the 1970s, and to 30 per cent in the 1980s. The current rate is estimated at approximately 23 per cent.

Students take various lengths of time to graduate. In 1991-92, at the time of graduation,

- approximately 4 per cent of graduates were seventeen years of age or younger;
- 35 per cent were eighteen years old;
- the highest percentage of graduates – 40 per cent – were nineteen years old.

In the 1991-92 school year, 56 777 Ontario secondary school students obtained the necessary prerequisites to enter university. Of that number, 33 549 earned those credits at the time of graduation in 1992. The other 23 228 were graduates of earlier years who returned to school to complete their OAC requirements in 1991-92. In most years, the majority of graduates with the necessary prerequisites enrol at Ontario universities (as did approximately 69 per cent of the eligible graduates in 1991-92).

Many graduates enrol in Colleges of Applied Arts and Technology (CAATs). In the fall of 1992, 21 057 Ontario students entered colleges after graduation.

Postsecondary Fall Enrolment of Secondary School Graduates,* 1987-92

	1987-88**	1988-89**	1989-90**	1990-91**	1991-92
Graduates with University Entrance Prerequisites	48 699	49 909	54 232	56 388	56 777
First-Year University Registrants (as a percentage of above)	36 895 (75.8%)	39 097 (78.3%)	39 362 (72.6%)	39 389 (69.9%)	39 311 (69.2%)
First-Year CAAT Registrants***	21 094	22 107	20 919	21 096	21 057

* Includes graduates from private schools.

** Figures for 1987-91 have been revised.

*** With and without university entrance prerequisites.

Teachers

In 1992-93, 119 706 full-time teachers were employed in publicly funded schools in Ontario. Of this total,

- 79 per cent were classroom teachers;
- 7 per cent were principals and vice-principals;
- 8 per cent were unit heads;
- 6 per cent were teachers with other duties, such as guidance teachers and teacher-librarians.

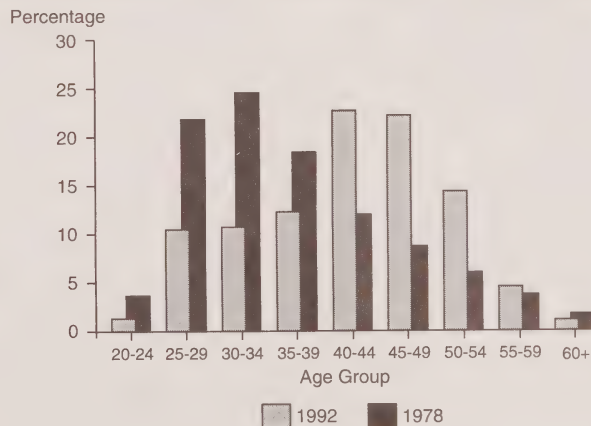
Slightly more than 5 per cent of all full-time teachers were employed in French-language schools and in French-language units of mixed schools.

Age

Since the 1970s, the median age of Ontario's teachers has been increasing, a consequence of the numerous hirings of teachers that occurred during the early 1970s when enrolments were high. In subsequent years, fewer teachers were

hired. As a result, in 1978-79, the median age of full-time teachers was 34.6. In 1992-93, the median age of full-time teachers was 42.8.

Age Distribution of Full-Time Teachers, 1978 and 1992



Education and Experience

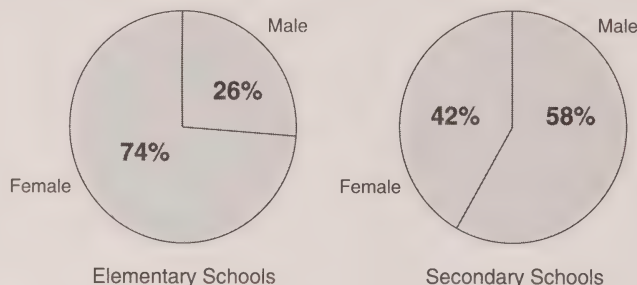
In 1992-93,

- 78 per cent of elementary school teachers and 93 per cent of secondary school teachers were university graduates. Approximately 14 per cent of degree holders also held a graduate degree;
- during the 1991-92 school year and in the summer, Ontario teachers completed 27 175 courses to acquire additional qualifications;
- about half of full-time teachers had more than fifteen years' teaching experience.

Gender Composition

In 1992-93, 74 per cent of the province's 73 786 full-time elementary school teachers were women. Excluding elementary school principals, vice-principals, and unit heads, the province employed 67 788 full-time teachers; 78 per cent of them were women.

Gender Distribution of Full-Time Teachers, 1992-93



At the secondary level, of the 45 920 full-time teachers, 42 per cent were women. In recent years, the percentage of female teachers at the secondary school level has been increasing. In 1980-81, for instance, only 30 per cent of secondary school teachers were women; by 1991-92, that figure had grown to 42 per cent. However, there was no change in the gender composition of the secondary school teaching

force between 1991-92 and 1992-93. Excluding secondary school principals, vice-principals, and unit heads, 46 per cent of the 34 910 full-time teachers were women.

Although the number of women employed as school administrators (principals and vice-principals) has increased in recent years, women are not yet represented proportionately in these areas. A majority of

the administrative positions in both elementary and secondary schools are still held by men. In 1992-93,

- 27.4 per cent of principals and 44.9 per cent of vice-principals in elementary schools were women, whereas 74 per cent of full-time teachers were women;
- 16.3 per cent of principals and 28.3 per cent of vice-principals in secondary schools were women, whereas 42 per cent of full-time teachers were women.

The number of women eligible for administrative positions is increasing. Between 1980 and 1993, 5734 female teachers obtained principal's qualifications and 874 obtained supervisory officer's qualifications. In 1992-93, however, only 6 per cent of directors and assistant directors were women.

Selected Programs

French As a Second Language

All Ontario students whose first language is not French must begin to study French no later than in Grade 4 and must accumulate at least 600 hours of French by the time they complete Grade 8. A number of school boards, however, start the program as early as Junior Kindergarten. In 1992-93, 60 per cent of all Grade 1 students participated in French-as-a-second-language programs, as did 60 per cent of all Grade 2 students and 66 per cent of all Grade 3 students.

International Languages

International-language classes provide students with the opportunity to acquire, maintain, or improve language skills in a variety of languages other than English and French. Over the last decade, the former Heritage Languages Program, which is now called the International Languages Program (Elementary),

has grown significantly. In 1978-79, approximately 67 000 elementary school students participated in the program, which offered courses in 41 languages. By 1992-93, the program involved 124 411 elementary school students, compared with 117 304 in 1991-92 and instruction was provided in 70 languages.

Programs for Exceptional Students

All school boards in Ontario must ensure that special education is provided for exceptional students, such as gifted students or students with physical or other disabilities. In 1992-93, about 105 200 elementary school students and slightly more than 62 940 secondary school students participated in special education programs or benefited directly or indirectly from special education services.

Exceptional students are enrolled in both regular classes and special education classes.

In 1992-93, 65.3 per cent of exceptional students were enrolled in regular classes and 32.3 per cent were enrolled in special education classes (16.3 per cent attended special education classes all day, while 16.0 per cent spent at least one instructional period per day in a regular class). The remaining 2.4 per cent were in care, treatment, or correctional facilities.

Independent Learning

The Independent Learning Centre (ILC) provides distance education programs, primarily by mail, to residents of Ontario who wish to earn high school diploma credits or to upgrade their basic skills. The majority of ILC students are adults. Other participants include students aged eighteen or under who are enrolled in day schools, and Ontario

residents living out of the province. ILC courses, offered in both English and French, fall into three categories: elementary; those leading to a secondary school diploma; and adult basic skills. Approximately 105 000 students are enrolled in these programs, mostly at the secondary level.

Literacy and Skills Upgrading

The Ontario Training and Adjustment Board (OTAB), an agency of the Ministry of Education and Training established in 1993, is responsible for a number of literacy, basic-skills, and employment-access programs.

Ontario Basic Skills Program

The Ontario Basic Skills program provides a broad range of training in literacy, numeracy, science, computers, and workplace adjustment for adults who wish to acquire the basic skills necessary for securing employment and accessing more-advanced skills training. Approximately 14 500 people participated in 1992-93, receiving more than 3 million hours of training.

Ontario Basic Skills (OBS) Program, Client Profile, 1992-93

Participants:	14 508	Percentage of Intake
Age:	<25	18%
	25-44	72%
	45+	10%
Gender:	Male	46%
	Female	54%

Ontario Community Literacy Program

Funding is provided through this program to assist the development and delivery of community-based adult literacy programs for Ontario residents. These programs are offered in English and French. In 1992-93, 186 community organizations and networks provided services to 15 753 individuals.

Ontario Community Literacy Program, Client Profile, 1992-93

Participants:	15 753	Percentage of Intake
Age:	<25	20%
	25-44	55%
	45-64	18%
	65+	4%
	Unknown	3%
Gender:	Male	51%
	Female	49%

Ontario Basic Skills in the Workplace

This program offers incentive funding to unions and employers or their non-profit delivery agents (such as school boards, colleges, and community groups) to provide basic-skills training in workplace settings.

Union-initiated training is delivered through 3 major unions, namely, Hamilton and District Labour Council, Labour Council of Metro Toronto, and Ontario Federation of Labour. In 1992-93, 3327 clients were served through this initiative.

Employer-initiated training is delivered directly by the employers or through their non-profit delivery agents. Through funding to 29 organizations, training was provided to approximately 1289 employees in 1992-93.

Labour Adjustment Preparatory Program

The Labour Adjustment Preparatory Program is a short-term program that provides funding for work-related skills assessment and preparatory training for workers who have been or are about to be laid off. The program also funds the co-ordination of literacy and basic skills training for laid-off workers through a regional network of non-profit community agencies and other providers of literacy training such as colleges of applied arts and technology and school boards.

In 1992-93, a total of 5101 laid-off workers were assessed and 1077 received literacy training.

Labour Adjustment Preparatory Program, Client Profile, 1992-93

	Assessment	Training
Participants:	5101	1077
Age:	<25	279
	25-44	3362
	45+	1460
Gender: Male	3675	654
Female	1426	423

Youth Employment Services

Youth Employment Counselling Centres

Youth Employment Counselling Centres are non-profit and community agencies that provide a wide range of employment-counselling and job-search preparation and training for young people aged fifteen to twenty-four who are out of school and unemployed. In 1992-93, seventy-two centres were funded across Ontario and 34 000 young people participated. Results of the assistance are known for 87 per cent of the clients. Of this percentage, almost 89 per cent went on to employment, to education or training programs, or to other community services.

Youth Employment Counselling Centres, Client Profile, 1992-93

Percentage of Intake		
Age:	15-19	44%
	20-24	56%
Gender:	Male	59%
	Female	41%
Education:	<Grade 12	60%

Futures

The Futures program is delivered through the Youth Employment Counselling Centres as well as the province's colleges of applied arts and technology. This program provides pre-employment preparation, job counselling, education upgrading, and work experience to employment-disadvantaged young people aged fifteen to twenty-four (or up to age twenty-nine, if disabled) who have been unable to secure employment or further training on their own. The program assists them in gaining work experience and maintaining a job and/or in returning to school. In 1992-93, 29 200 young people took advantage of the program. Results of the assistance are known for 91 per cent of the participants. Of this percentage, over 70 per cent went on to employment, to education or training programs, or to other community services.

Futures Program, Client Profile, 1992-93

Percentage of Intake		
Age:	15-19	41%
	20-24	57%
	25-29	2%
Gender:	Male	56%
	Female	44%
Education:	<Grade 12	70%

Ontario Training and Adjustment Board Hotline

The OTAB hotline offers a single, toll-free point of access to Ontario's provincially funded employment and training initiatives. More than 80 000 callers received information and referral services through the hotline and approximately 22 000 packages containing information were mailed in 1992-93. The majority of callers sought information on employment opportunities or training programs. Over 14 per cent of the callers were employers.

The Financing of Elementary and Secondary Education

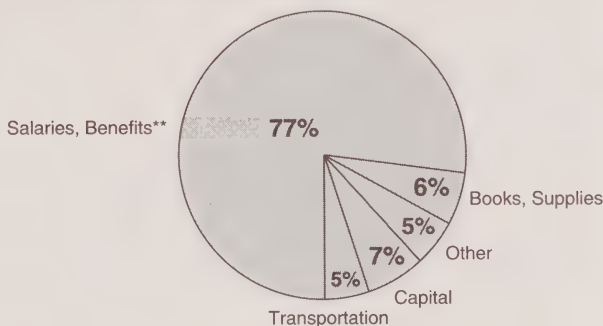
In Ontario, the responsibility for financing elementary and secondary education is shared by the province and local school boards.

School boards determine their own budgets and raise their share of costs from local revenue sources. The province approves a certain level of expenditure for each board and provides a grant to the board in support of this amount. School boards may raise additional tax revenues to finance spending beyond the provincially recognized expenditure level.

School boards derive most of their revenues from property taxation. On average, residential taxation represents 59 per cent of a board's total tax revenues, and non-residential taxation accounts for the other 41 per cent.

Total Education Expenditures, 1992*

Total Education Expenditures = \$14.542 billion



* Data are for the 1992 calendar year.

** This category includes contributions to the Teachers' Pension Fund.

Education Expenditures

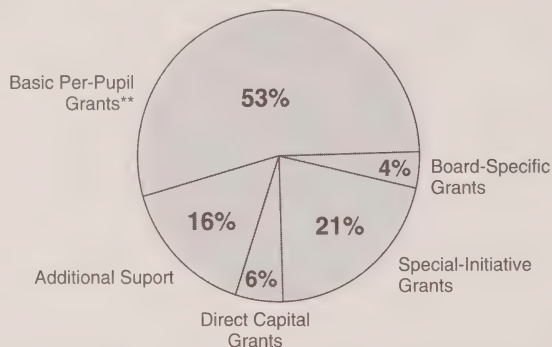
In 1992, the total expenditure on education by the province and local school boards was approximately \$14.542 billion.

Salaries, wages, benefits, and Teachers' Pension Fund contributions represented the largest component of education spending,

totalling approximately \$11.2 billion in 1992. Total salaries of teachers and school board employees accounted for about \$9.3 billion, benefits amounted to \$1.0 billion, and contributions to the Teachers' Pension Fund totalled roughly \$0.9 billion.

Provincial Support to Education, 1992*

Total Provincial Support = \$6.215 billion



* Data are for the 1992 calendar year.

** These grants include grants for exceptional students and developmentally-disabled (formerly trainable-retarded) students.

Other expenditures included:

- \$659 million for pupil transportation;
- \$908 million for books, fuel, and other supplies;
- \$993 million for capital expenditures, such as the construction of new schools or the renovation of existing facilities;

- \$787 million for expenditures such as building and site rentals, contract services, computer purchases, and furniture and equipment replacements.

Provincial Grants

In 1992, total provincial support to school boards in Ontario amounted to \$6.215 billion. These payments to school boards, which are allocated

from the province's consolidated revenue fund, enable boards to provide a base level of education service to their students, as well as to implement new provincial initiatives.

Transfers in the amount of \$5.25 billion were allocated under four main categories of the General Legislative Grant (GLG) program, as outlined below. Contributions to the Teachers' Pension Fund, together with funding for other education programs, accounted for the remaining \$967 million.

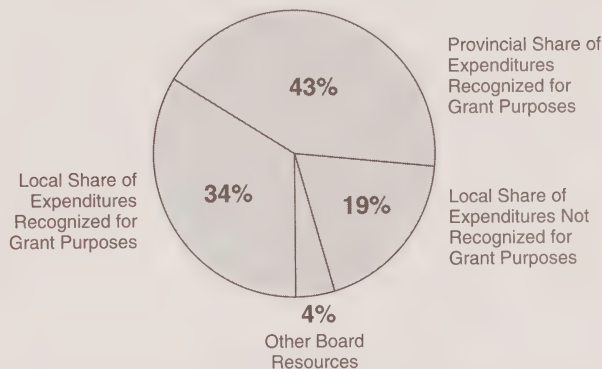
1. The basic per-pupil grant is the largest component of the GLG. These grants, which totalled \$3.294 billion in 1992, are paid to all school boards for the provision of a base level of education service.
2. Because of differences in social, economic, and geographic conditions, the cost of providing education programs can vary significantly among school boards across the province. In an attempt to equalize this

situation, the province extends board-specific grants to school boards hindered by conditions that are essentially beyond their control. In 1992, these grants totalled \$226 million.

3. Program-specific grants are provided to encourage school boards to implement or extend services and programs that respond to government priorities or local needs. In 1992, a total of \$1.348 billion was provided within this category, subsidizing initiatives such as the reduction of class size in Grades 1 and 2 and the purchase of textbooks and other learning materials.
4. In 1992, school boards received \$380 million in capital grants. These grants are intended to assist boards in their financing of capital projects, such as the construction of new schools (including child-care centres) or new additions to existing schools, site purchases, replacement or renovation of existing schools, and the purchase of portable classrooms.

Cost-Sharing Arrangement, 1992*

Total Education Expenditures = \$14.542 billion



* Data are for the 1992 calendar year.

Private Schools

Private schools in Ontario also provide elementary and secondary education. These schools are independently operated and do not receive funding from the province or from municipalities.

As of September 30, 1992, there were 526 private schools in the province. These schools were of three main types: elementary; secondary; and elementary and secondary combined. Private schools enrolled 52 221 elementary students (72 per cent of the total private-school enrolment) and 19 855 secondary students. Enrolment in private schools represents 3.5 per cent of the total day-school enrolment in Ontario.

Private schools provided education for 1145 Francophone students in five French schools and eight mixed schools.

Private schools employed 4978 full-time teachers and 1986 part-time teachers in 1992-93.

Private School Enrolment by Type of School, 1992-93

Type of School	Number of Schools	Enrolment		
		Male	Female	Total
Elementary	335	19 207	17 682	36 889
Secondary	51	4 328	3 624	7 952
Elementary/Secondary	140	14 214	13 021	27 235
Total	526	37 749	34 327	72 076

Statistical Tables

Data in the following tables have been collected from Ontario's publicly funded school boards and, unless otherwise specified, refer exclusively to the publicly funded education system. Statistics for the 1992-93 school year are as of September 30, 1992, unless otherwise stated.

Table 1. Overview of Publicly Funded Education in Ontario, 1992-93

			Enrolment		
	Boards Operating Schools	Schools	Male	Female	Total
Public elementary	98	2615	448 022	420 536	868 558
Roman Catholic elementary	60	1343	223 350	215 416	438 766
Total Elementary	158	3958	671 372	635 952	1 307 324
Public secondary	79	595	279 688	257 332	537 020
Roman Catholic secondary	42	201	80 884	83 525	164 409
Total Secondary	121	796	360 572	340 857	701 429
Total Elementary and Secondary	159 ^a	4754	1 031 944	976 809	2 008 753
Other Facilities:					
Provincial Schools		9	537	347	884
Education programs or schools in care, treatment, and correctional facilities	85	397	4 283	1 548	5 831
Grand Total	165 ^a	5160	1 036 764	978 704	2 015 468

^a Calculation of total avoids duplication of school boards that operate more than one type of school; e.g., 120 school boards operate both elementary and secondary schools, while 1 board operates only a secondary school.

Table 2. Full-Time School and Board Personnel, 1992-93

Occupational Category	Male	Female	Total
Directors of education	111	6	117
Assistant directors of education	20	3	23
Supervisory officers	607	154	761
Subtotal (Administrative Staff)	738	163	901
Consultants/Co-ordinators	665	1 001	1 666
Elementary Schools			
Principals	2 846	1 074	3 920
Vice-principals	1 144	934	2 078
Department heads ^a	N/A	N/A	N/A
Classroom teachers	14 110	47 540	61 650
Other teachers (e.g., guidance personnel, librarians)	1 167	4 971	6 138
Secondary Schools			
Principals	623	121	744
Vice-principals	834	329	1 163
Department heads ^a	6 057	3 046	9 103
Classroom teachers	18 250	15 087	33 337
Other teachers (e.g., guidance personnel, librarians)	761	812	1 573
Subtotal (Teachers in Schools)	45 792	73 914	119 706
Teachers in board offices	676	1 294	1 970
Other non-teaching professional staff (e.g., speech therapists, psychologists)	572	1 561	2 133
Paraprofessionals			
Educational assistants ^b	470	6 574	7 044
Technicians	559	241	800
Other (e.g., chaplains, outdoor-education staff, lifeguards)	112	693	805
Clerical and secretarial	566	12 012	12 578
Other staff on board's payroll (e.g., plant maintenance, transportation)			
Supervisory	2 448	1 077	3 525
Non-supervisory	14 128	3 385	17 513
Subtotal (Other Staff Employed by Boards)	19 531	26 837	46 368
Grand Total (All Groups)	66 726	101 915	168 641

^a Formerly "unit heads".^b Formerly "paid teacher-aides".

Table 3. Enrolment in Elementary and Secondary Schools, 1980, 1986-93^a

Elementary Enrolment by Grade

Public Elementary

Year	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^b	Total
1980	21 927	80 596	86 005	82 653	82 775	86 811	88 648	86 726	86 779	85 790	40 307	829 017
1986	32 987	79 384	84 936	79 415	76 518	75 840	75 458	78 167	79 183	78 357	39 049	779 294
1987	37 154	82 379	85 551	82 204	78 809	76 459	76 182	76 502	79 904	78 098	38 266	791 508
1988	47 574	85 057	88 187	83 428	81 783	78 668	77 201	77 333	78 207	79 241	38 018	814 697
1989	49 641	88 805	90 713	86 458	83 190	82 446	79 706	78 715	79 924	78 715	32 744	831 057
1990	53 013	89 826	93 626	89 335	85 990	83 275	83 074	80 764	80 359	79 771	31 996	851 029
1991	54 255	90 741	93 703	92 227	88 600	86 267	83 855	83 897	82 284	80 318	30 613	866 760
1992	50 256	89 739	93 856	92 235	91 462	88 254	86 358	84 577	85 273	82 407	29 574	873 991
1993 ^c	52 189	91 091	92 650	92 985	91 755	91 262	88 536	87 129	85 627	85 316	30 389	888 929

Roman Catholic Elementary

Year	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^b	Total
1980	26 164	38 184	40 345	38 962	38 740	40 109	40 173	39 431	39 243	38 968	8 818	389 137
1986	30 654	40 117	42 192	40 803	39 895	39 913	39 501	39 674	39 412	38 611	9 312	400 084
1987	31 969	41 252	42 340	42 034	40 774	39 964	40 084	39 634	39 879	39 035	8 959	405 924
1988	34 626	41 703	43 136	42 288	41 935	40 873	39 993	40 254	39 785	39 744	10 268	414 605
1989	36 654	43 087	43 925	43 587	42 914	42 671	41 806	40 810	41 286	40 400	6 053	423 193
1990	37 596	43 795	45 233	44 255	43 810	43 109	43 013	42 044	41 269	41 310	6 006	431 440
1991	38 635	43 717	45 137	45 315	44 244	43 594	43 160	43 079	42 166	41 274	5 360	435 681
1992	39 976	43 727	44 907	45 350	45 271	44 048	43 530	43 236	43 143	42 066	4 423	439 677
1993 ^c	41 808	44 582	44 965	44 920	45 279	45 213	43 924	43 627	43 323	43 053	4 296	444 990

Total Elementary

Year	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^b	Total
1980	48 091	118 780	126 350	121 615	121 515	126 920	128 821	126 157	126 022	124 758	49 125	1 218 154
1986	63 641	119 501	127 128	120 218	116 413	115 753	114 959	117 841	118 595	116 968	48 361	1 179 378
1987	69 123	123 631	127 891	124 238	119 583	116 423	116 266	116 136	119 783	117 133	47 225	1 197 432
1988	82 200	126 760	131 323	125 716	123 718	119 541	117 194	117 587	117 992	118 985	48 286	1 229 302
1989	86 295	131 892	134 638	130 045	126 104	125 117	121 512	119 525	121 210	119 115	38 797	1 254 250
1990	90 609	133 621	138 859	133 590	129 800	126 384	126 087	122 808	121 628	121 081	38 002	1 282 469
1991	92 890	134 458	138 840	137 542	132 844	129 861	127 015	126 976	124 450	121 592	35 973	1 302 441
1992	90 232	133 466	138 763	137 585	136 733	132 302	129 888	127 813	128 416	124 473	33 997	1 313 668
1993 ^c	93 997	135 673	137 615	137 905	137 034	136 475	132 460	130 756	128 950	128 369	34 685	1 313 919

^a Figures include enrolment in programs for the developmentally disabled (formerly "trainable retarded"), in care, treatment, and correctional facilities, and in schools managed by the Ministry of Education and Training. They are therefore not comparable with the figures published in the 1988-89 edition of *Key Statistics*.

^b Enrolment in special education programs, which are not graded.

^c Figures for 1993 are preliminary.

(continued)

(Table 3 continued)

Secondary Enrolment by Grade

Public Secondary

Year	Pre-9 ^d	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OACs/Gr.13		Total
1980	2946	135 608	138 620	136 123	119 876	53 648		586 821
1986	914	119 501	118 757	115 638	112 283	60 586		527 679
1987	737	116 075	114 850	115 504	110 828	62 586		520 580
1988	649	116 895	113 300	112 550	119 367	56 400		519 161
1989	1404	116 030	112 168	111 152	112 030	58 228		511 012
					Gr. 12 (No OACs)	Gr. 12 (1-5 OACs)	Gr. 12 (6+ OACs)	
1990	2136	114 013	113 883	112 545	63 495	62 425	44 748	513 245
1991	1494	114 495	115 575	115 684	67 143	63 920	46 515	524 826
1992	1283	115 119	115 900	116 383	71 422	68 621	48 663	537 391
1993 ^e	1313	112 386	117 069	116 253	72 944	68 235	49 438	537 638

Roman Catholic Secondary

Year	Pre-9 ^d	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OACs/Gr.13		Total
1980 ^a	—	18 212	16 089	—	—	—		34 301
1986 ^f	—	26 670	24 436	20 517	17 564	—		89 187
1987 ^f	—	29 017	26 391	23 935	20 668	11 851		111 862
1988	42	31 016	28 444	25 575	24 328	13 370		122 775
1989	115	33 988	31 762	28 505	27 111	15 398		136 879
					Gr. 12 (No OACs)	Gr. 12 (1-5 OACs)	Gr. 12 (6+ OACs)	
1990	131	35 303	34 338	31 435	14 632	18 524	12 416	146 779
1991	208	36 538	35 345	33 634	16 154	20 713	13 145	155 737
1992	239	36 617	36 406	35 617	18 630	22 051	14 849	164 409
1993 ^e	319	38 291	37 341	36 200	20 191	23 262	15 549	171 153

Total Secondary

Year	Pre-9 ^d	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OACs/Gr.13		Total
1980 ^a	2946	153 820	154 709	136 123	119 876	53 648		621 122
1986 ^f	914	146 171	143 193	136 155	129 847	60 586		616 866
1987 ^f	737	145 092	141 241	139 439	131 496	74 437		632 442
1988	691	147 911	141 744	138 125	143 695	69 770		641 936
1989	1519	150 018	143 930	139 657	139 141	73 626		647 891
					Gr. 12 (No OACs)	Gr. 12 (1-5 OACs)	Gr. 12 (6+ OACs)	
1990	2267	149 316	148 221	143 980	78 127	80 949	57 164	660 024
1991	1702	151 033	150 920	149 318	83 297	84 633	59 660	680 563
1992	1522	151 736	152 306	152 000	90 052	90 672	63 512	701 800
1993 ^e	1632	150 677	154 410	152 453	93 135	91 497	64 987	708 791

^d Pre-Grade 9 students are those who enrol, within two years of leaving elementary school, in special secondary school programs that do not lead to credit.

^e Students in Grades 9 and 10 in Roman Catholic schools were funded as elementary students.

^f Data are not comparable with those of previous years due to the gradual extension of public funding to Roman Catholic schools from 1985 to 1987.

Table 4. Enrolment of Exceptional Students, 1992-93^a

Elementary	Special Education Classes				Regular Classes						Classes in Care, Treatment, and Correctional Facilities	Total
	Fully Self-contained ^b		Partially Integrated ^c		Withdrawal Assistance ^d		Resource Assistance ^e		Indirect Services ^f			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Program Area of Exceptionality	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Behavioural Exceptionalities												
Socially maladjusted—emotionally disturbed	1 348	156	1 142	154	991	187	1 160	225	603	108	2796	8 870
Communication Exceptionalities												
Autistic	203	88	141	45	285	119	302	123	79	31	77	1 493
Hard of hearing/deaf	208	170	68	77	181	149	172	132	110	117	5	1 389
Deaf (alternative program) ^g	74	64	66	52	16	16	16	18	3	4	N/A	329
Learning disabled	3 787	1500	6 735	2522	12 599	6 051	9 546	4575	1098	584	373	49 370
Speech and language impaired	798	310	888	396	1 748	906	843	408	275	148	40	6 760
Intellectual Exceptionalities												
Gifted	2 403	1710	809	554	4 148	3 836	1 890	1465	743	691	4	18 253
Mildly intellectually disabled ^h	1 345	1012	1 547	1212	1 379	890	558	419	73	64	14	8 513
Developmentally disabled ⁱ	1 718	1171	395	290	74	63	116	88	37	28	25	4 005
Physical Exceptionalities												
Visually impaired/blind/deaf-blind	56	42	8	9	69	34	83	68	52	42	1	464
Blind (alternative program) ^g	6	2	5	3	9	10	12	10	5	2	N/A	64
Deaf-blind (alternative program) ^g	6	5	3	1	1	1	5	5	0	2	N/A	29
Orthopaedic or other	62	47	62	32	122	83	237	207	179	165	221	1 417
Multiple Exceptionalities												
Multihandicapped	915	544	489	279	429	209	459	248	72	61	541	4 246
Total	12 929	6821	12 358	5626	22 051	12 554	15 399	7991	3329	2047	4097	105 202

^a Figures include 745 students in Provincial Schools for the deaf, blind, and deaf-blind and 139 students in Demonstration Schools.

^b Exceptional students attend a self-contained special education class for the entire school day.

^c Exceptional students are enrolled in a self-contained class and are also integrated into a regular class for at least one instructional period daily.

^d Exceptional students are enrolled in a regular class and receive instruction outside the classroom by a qualified special education teacher for part of the school day.

^e Exceptional students are enrolled in a regular class and receive direct specialized instruction, individually or in small groups, by a special education teacher within the regular classroom.

^f Exceptional students are enrolled in a regular class where the board provides specialized consultative services to the classroom teacher only.

^g An alternative program is a program provided by a school board as an alternative to programs offered by the Provincial Schools for the deaf, blind, and deaf-blind and the Centre Jules-Léger.

^h Formerly "educable retarded".

ⁱ Formerly "trainable retarded".

(continued)

(Table 4 continued)

Secondary	Special Education Classes				Regular Classes						Total
	Fully Self-contained ^b		Partially Integrated ^c		Withdrawal Assistance ^d		Resource Assistance ^e		Indirect Services ^f		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Program Area of Exceptionality											
Behavioural Exceptionalities											
Socially maladjusted–emotionally disturbed	288	75	496	140	1 058	271	804	239	467	96	3 934
Communication Exceptionalities											
Autistic	48	4	26	9	119	45	61	22	11	3	348
Hard of hearing/deaf	112	102	46	69	77	79	60	72	68	67	752
Deaf (alternative program) ^g	3	1	20	9	6	72	12	47	0	103	273
Learning disabled	1181	450	1871	625	8 823	3519	6 536	2534	3958	1512	31 009
Speech and language impaired	99	37	107	39	276	142	489	242	186	87	1 704
Intellectual Exceptionalities											
Gifted	993	694	2021	1686	1 455	1240	1 734	1455	1974	1642	14 894
Mildly intellectually disabled ^h	1274	795	704	379	500	419	664	494	505	354	6 088
Developmentally disabled ⁱ	464	337	235	205	55	47	46	43	4	5	1 441
Physical Exceptionalities											
Visually impaired/blind	41	29	6	4	35	24	36	20	41	20	256
Blind (alternative program) ^g	0	2	3	2	5	4	6	2	1	0	25
Deaf-blind (alternative program) ^g	0	2	1	0	0	1	2	5	0	1	12
Orthopaedic or other	22	20	30	16	94	69	89	73	76	55	544
Multiple Exceptionalities											
Multihandicapped	323	187	151	92	298	126	194	77	163	50	1 661
Total	4848	2735	5717	3275	12 801	6058	10 733	5325	7454	3995	62 941

Table 5. Enrolment of Exceptional Students in Provincial and Demonstration Schools, 1992-93^a

Program Area of Exceptionality	Provincial Schools for the Deaf, Blind, and Deaf-Blind										Demonstration Schools ^e	Total
	Elementary				Secondary							
	Special Education Classes				Special Education Classes				Regular Classes			
	Fully Self-contained ^b		Partially Integrated ^c		Fully Self-contained ^b		Partially Integrated ^c		Withdrawal Assistance ^d			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Communication Exceptionalities												
Autistic												
Hard of hearing/deaf	123	87	5	3	104	100	15	12	3	4	139	456
Learning disabled												139
Physical Exceptionalities												
Visually impaired/blind	26	20			39	26						111
Deaf-blind	22	17										39
Orthopaedic or other	11	6										17
Multiple Exceptionalities												
Multihandicapped	28	26			39	29						122
Total	210	156	5	3	182	155	15	12	3	4	139	884

^a Figures include 374 elementary students and 371 secondary students in Provincial Schools for the deaf, blind, and deaf-blind and 139 students in Demonstration Schools.

^b Exceptional students attend a self-contained special education class for the entire school day.

^c Exceptional students are enrolled in a self-contained class and are also integrated into a regular class for at least one instructional period daily.

^d Exceptional students are enrolled in a regular class and receive instruction outside the classroom by a qualified special education teacher for part of the school day.

^e Exceptional students in Demonstration Schools are reported in the "Classes in Care, Treatment, and Correctional Facilities" column in Table 4.

Table 6. Enrolment in French-Language Elementary and Secondary Instructional Units, 1980, 1986-93^a

Elementary Enrolment by Grade (French and Mixed Schools)

Public Elementary

Year	Schools	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^b	Total
1980	36	163	344	429	343	310	336	300	282	240	219	447	3413
1986	39	375	502	560	542	515	515	475	457	500	422	326	5189
1987	39	507	563	601	581	584	551	536	520	485	495	292	5715
1988	43	576	659	662	641	639	612	587	577	558	467	331	6309
1989	48	627	674	717	653	676	689	654	634	604	530	253	6711
1990	47	666	746	735	769	678	708	726	675	661	606	174	7144
1991	54	732	730	812	785	781	738	776	790	751	703	203	7801
1992	62	766	846	812	813	797	812	780	764	833	722	226	8171
1993 ^c	73	915	898	921	860	886	848	869	813	780	861	301	8952

Roman Catholic Elementary

Year	Schools	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^b	Total
1980	282	5120	6618	6781	6384	6392	6600	6359	6237	6050	6002	1342	63 885
1986	286	5646	6822	6821	6673	6290	6222	6145	6082	5856	5474	1656	63 687
1987	287	5656	6835	6826	6665	6485	6172	6085	6009	5943	5613	1556	63 845
1988	288	6201	6496	6780	6612	6441	6374	6023	5926	5830	5735	1479	63 897
1989	277	6362	6603	6527	6530	6463	6329	6227	5900	5845	5638	1085	63 509
1990	283	6143	6751	6653	6352	6436	6389	6246	6075	5718	5581	1139	63 483
1991	286	5857	6385	6563	6374	6090	6190	6126	6004	5823	5441	1136	61 989
1992	284	5766	6117	6326	6377	6179	5900	6008	5971	5788	5642	1038	61 112
1993 ^c	283	5870	6030	6087	6106	6213	6015	5764	5845	5762	5571	980	60 243

Total Elementary

Year	Schools	JK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Ungraded ^b	Total
1980	318	5283	6962	7210	6727	6702	6936	6659	6519	6290	6221	1789	67 298
1986	325	6021	7324	7381	7215	6805	6737	6620	6539	6356	5896	1982	68 876
1987	326	6163	7398	7427	7246	7069	6723	6621	6529	6428	6108	1848	69 560
1988	331	6777	7155	7442	7253	7080	6986	6610	6503	6388	6202	1810	70 206
1989	325	6989	7277	7244	7183	7139	7018	6881	6534	6449	6168	1338	70 220
1990	330	6809	7497	7388	7121	7114	7097	6972	6750	6379	6187	1313	70 627
1991	340	6589	7115	7375	7159	6871	6928	6902	6794	6574	6144	1339	69 790
1992	346	6532	6963	7138	7190	6976	6712	6788	6735	6621	6364	1264	69 283
1993 ^c	356	6785	6928	7008	6966	7099	6863	6633	6658	6542	6432	1281	69 195

^a Figures include enrolment in programs for the developmentally disabled (formerly "trainable retarded"), in care, treatment, and correctional facilities, and in schools managed by the Ministry of Education and Training. They are therefore not comparable with the figures published in the 1988-89 edition of *Key Statistics*.

^b Enrolment in special education programs, which are not graded.

^c Figures for 1993 are preliminary.

(continued)

(Table 6 continued)

Secondary Enrolment by Grade (French and Mixed Schools)

Public Secondary

Year	Pre-9 ^d	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OACs/Gr.13		Total
1980	63	6070	7066	6853	6098	1851		28 001
1986	—	4910	5164	5048	4989	1965		22 076
1987	—	3974	3975	4271	4073	1819		18 112
1988	6	3561	3531	3721	3961	1512		16 292
1989	5	2231	2398	2265	2544	938		10 381
					Gr. 12 (No OACs)	Gr. 12 (1-5 OACs)	Gr. 12 (6+ OACs)	
1990	3	1707	1860	1810	1441	987	727	8 535
1991	—	1606	1708	1852	1514	1049	632	8 361
1992	—	1609	1653	1786	1735	974	745	8 502
1993 ^e	—	1508	1586	1761	1585	1019	613	8 072

Roman Catholic Secondary

Year	Pre-9 ^d	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OACs/Gr.13		Total
1980 ^e	—	543	415	—	—	—		958
1986 ^f	—	948	772	472	318	—		2 510
1987 ^f	—	1955	1731	1559	1369	570		7 184
1988	—	2377	2134	1896	1868	796		9 071
1989	5	3723	3537	3214	3295	1372		15 146
					Gr. 12 (No OACs)	Gr. 12 (1-5 OACs)	Gr. 12 (6+ OACs)	
1990	3	4120	4289	4035	2799	1552	1140	17 938
1991	19	4265	4200	4220	2893	1857	1228	18 682
1992	17	4164	4478	4415	3374	1987	1457	19 892
1993 ^e	9	4266	4357	4241	3333	2010	1513	19 729

Total Secondary

Year	Pre-9 ^d	Gr. 9	Gr. 10	Gr. 11	Gr. 12	OACs/Gr.13		Total
1980 ^e	63	6613	7481	6853	6098	1851		28 959
1986 ^f	—	5858	5936	5520	5307	1965		24 586
1987 ^f	—	5929	5706	5830	5442	2389		25 296
1988	6	5938	5665	5617	5829	2308		25 363
1989	10	5954	5935	5479	5839	2310		25 527
					Gr. 12 (No OACs)	Gr. 12 (1-5 OACs)	Gr. 12 (6+ OACs)	
1990	6	5827	6149	5845	4240	2539	1867	26 473
1991	19	5871	5908	6072	4407	2906	1860	27 043
1992	17	5773	6131	6201	5109	2961	2202	28 394
1993 ^e	9	5774	5943	6002	4918	3029	2126	27 801

^d Pre-Grade 9 students are those who enrol, within two years of leaving elementary school, in special secondary school programs that do not lead to credit.

^e Students in Grades 9 and 10 in Roman Catholic schools were funded as elementary students.

^f Data are not comparable with those of previous years due to the gradual extension of public funding to Roman Catholic schools from 1985 to 1987.

Table 7. Secondary School Graduation Diplomas, Selected Years^a

	1965-66	1975-76	1989-90	1990-91	1991-92	1992-93 ^b
Number of Graduates:						
Publicly funded system	56 123	90 891	97 979	97 228	103 360	107 998
Private schools	6 407	7 478	4 999	4 190	4 141	3 914
Total	62 530	98 369	102 978	101 418	107 501	111 912
Number of Graduates with University Entrance Prerequisites	28 555	42 223	54 232	56 388	56 777	59 434

^a In 1988, a major transition took place, from the issuance of two diplomas (for Grades 12 and 13) to a single graduation diploma (the Ontario Secondary School Diploma). The 1988-93 data are not comparable with those of previous years due to consequent changes in diploma requirements.

^b Figures for 1992-93 are preliminary.

Table 8. Full-Time Teachers, 1992-93

	Elementary						Secondary					
	Public		Roman Catholic		Total		Public		Roman Catholic		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Number of teachers	13 976	36 240	5 290	18 280	19 266	54 520	20 943	14 533	5 583	4 861	26 526	19 394
Age (median)	45	42	42	41	44	42	46	42	40	37	45	41
Total teaching experience (median)	21	14	17	14	20	14	21	13	14	10	19	12
Salary (median) (\$)	62 249	53 125	60 993	52 156	61 903	52 794	64 317	60 354	61 551	56 880	63 940	59 411
Percentage of degree holders (%)	91	74	93	72	92	73	90	96	95	97	91	96

Table 9. English-speaking Elementary and Secondary School Students Enrolled in French As a Second Language, 1990-91 to 1993-94^a

Grade	1990-91			1991-92			1992-93			1993-94 ^b		
	English-speaking Students	Enrolment in FSL	%	English-speaking Students	Enrolment in FSL	%	English-speaking Students	Enrolment in FSL	%	English-speaking Students	Enrolment in FSL	%
JK	83 729	10 961	13.1	86 234	11 890	13.8	83 604	11 836	14.2	87 141	11 933	13.7
K	126 074	27 454	21.8	127 270	27 548	21.6	126 432	25 718	20.3	128 680	25 486	19.8
1	131 446	75 768	57.6	131 410	77 321	58.8	131 593	78 775	59.9	130 549	75 223	57.6
2	126 441	73 448	58.1	130 358	76 801	58.9	130 359	78 277	60.0	130 908	75 236	57.5
3	122 656	77 037	62.8	125 943	82 550	65.5	129 726	85 464	65.9	129 896	82 756	63.7
4	119 252	118 760	99.6	122 890	122 529	99.7	125 563	125 154	99.7	129 578	128 787	99.4
5	119 078	118 571	99.6	120 082	119 741	99.7	123 065	122 573	98.6	125 790	124 978	99.4
6	116 001	115 524	99.6	120 141	119 691	99.6	121 036	120 550	99.6	124 060	123 318	99.4
7	115 199	114 348	99.3	117 840	117 033	99.3	121 760	120 490	99.0	122 383	121 290	99.1
8	114 875	113 742	99.0	115 389	114 361	99.1	118 064	116 591	98.8	121 898	120 513	98.9
Total (1-8)	964 948	807 198	83.7	984 053	830 027	84.3	1 001 166	847 874	84.7	1 015 062	852 101	83.9
Ungraded ^c	31 013	13 116	42.3	28 949	12 276	42.4	27 285	11 840	43.4	27 312	12 150	44.5
Total (JK-8), incl. Ungraded^c	1 205 764	858 729	71.2	1 226 506	881 741	71.9	1 238 487	897 268	72.4	1 258 195	901 670	71.7
9	143 428	112 216	78.2	145 127	113 534	78.2	145 906	112 151	76.9	144 841	110 272	76.1
10	142 017	57 707	40.6	144 937	53 841	37.1	146 135	52 727	36.1	148 410	50 182	33.8
11	138 055	36 759	26.6	143 192	34 543	24.1	145 720	32 649	22.4	146 403	31 872	21.8
12 (no OACs)	N/A	N/A	N/A	78 830	3 916	5.0	84 795	3 889	4.6	88 085	3 173	3.6
12 (1-5 OACs)	N/A	N/A	N/A	81 679	17 281	21.2	87 707	17 176	19.6	88 432	16 958	19.2
12 (6+ OACs)	N/A	N/A	N/A	57 756	6 373	11.0	61 307	6 093	9.9	62 861	6 177	9.8
Total (12 and 12/OAC)	207 463	30 144	14.5	218 265	27 570	12.6	233 809	27 158	11.6	239 378	26 308	11.0
Total (9-12/OAC)^d	630 963	236 826	35.2	651 521	229 488	35.2	671 570	224 685	33.5	679 032	218 634	32.2
Grand Total	1 836 727	1 095 555	59.2	1 878 027	1 111 229	59.2	1 910 057	1 121 953	58.7	1 937 227	1 120 304	57.8

^a Figures include students taking sixty or more hours of French per year; they do not include students in special settings, such as care, treatment, and correctional facilities.

^b Figures for 1993-94 are preliminary.

^c Enrolment in special education programs, which are not graded.

^d Pre-Grade 9 students are excluded.

Table 10. Continuing Education Provided by School Boards, 1991-92^a

Type of Course	October 31, 1991		September 1, 1991 – June 30, 1992		Summer 1992	
	English	French	English	French	English	French
Secondary school credit courses						
Grades 9 and 10	18 627	6 839	37 098	11 662	52 782	2305
Grades 11 and 12	30 769	2 790	73 980	5 683	40 845	631
OAC	16 597	195	40 975	579	24 099	213
Non-classroom correspondence courses or self-study	12 363	943	36 616	3 058	4 893	198
Adult basic literacy and numeracy ^b	25 612	906	59 517	2 305	9 944	20
English or French as a second language	92 463	847	212 197	2 163	44 317	263
Native as a second language	229	0	330	0	0	0
Citizenship and official national languages classes	3 583	9	7 517	18	2 015	0
Driver education	11 745	492	30 707	1 141	2 386	71
Non-credit courses (other) ^c	162 856	2 797	350 947	4 831	87 250	998
Total	374 844	15 818	849 884	31 440	268 531	4699

^a Figures exclude enrolment in the regular day-school program.^b These are courses in English, mathematics, and science designed to help students reach a Grade 8 level of competency.^c These are general-interest courses.

Table 11. The Financing of Elementary and Secondary Education, 1992^a

	Elementary	Secondary	Total
Revenues (\$ billions)			
Property taxes (local taxation)	4.301	3.419	7.720
Provincial grants	3.927	2.288	6.215
Other revenues	0.283	0.324	0.607
Total	8.511	6.031	14.542
Expenditures (\$ billions)			
Operating	7.433	5.145	12.578
Other support ^b	0.582	0.385	0.967
Capital	0.492	0.501	0.997
Total	8.511	6.031	14.542

^a Data are for the 1992 calendar year.^b Figures include contributions to the Teachers' Pension Fund.

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